



# HISTORY/GEOGRAPHY AT NEWTON



## GEOGRAPHY

**INTENT:** Geography at Newton aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We believe that our carefully curated (Cornerstones) curriculum equips 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

**IMPLEMENT:** We begin children on their Geographical learning journey from what they know – their immediate local environment, where they live and school. We then broaden out from this base to learn about the UK and its surrounding waters before expanding horizons to explore the rest of the world.

As young Geographers, children at Newton will use fieldwork to deepen their understanding of geographical processes as well as learning to interpret a range of sources of geographical information including maps, globes, diagrams and aerial photographs. They will communicate this information in a variety of ways, such as maps, graphs, diagrams and written work.

## HISTORY

**INTENT:** History at Newton aims to build in pupils a a coherent knowledge and understanding of Britain’s past and that of the wider world. It is designed to inspire pupils’ curiosity to know more about the past. We provide opportunity for pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We believe that our carefully curated (Cornerstones) curriculum helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**IMPLEMENT:** Children begin this Historical learning journey from their own experiences exploring how childhood has looked different across the ages, to broader thematic explorations of change, events of national and global significance as well as people who have impacted the world across time. All this helping to build a sense of chronology and understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

As young Historians, pupils at Newton will learn how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

## LEARNING OVERVIEW

2023-24 (Cycle A)

2024-25 (Cycle B)

2025-26 (Cycle C Oak Class/Cycle A Juniper and Willow Classes)

**EYFS**

Children in EYFS will undertake learning and activities related to the **content** of the Year 1 History curriculum (see unit plans for detail) but being consistent with EYFS pedagogy and underpinned by the focuses from EYFS Framework/Development Matters.

	<b>Reception Understanding the World</b> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>			<b>ELG:</b> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>JUNIPER</b> Year cycle (A/B repeats)	HIST 1: Childhood		GEOG 1: Bright lights, Big City (Our Wonderful World)		HIST 2: School Days	
<b>WILLOW</b> Cycle A	HIST 3: Movers and Shakers		GEOG 2: Coastline (Let's explore the World)		HIST 4: Magnificent Monarchs	
<b>WILLOW</b> Cycle B	HIST 5: Through the Ages		GEOG 3: Rocks, Relics and Rumbles (One planet, Our World)		HIST 6: Empires and Emperors	
<b>OAK</b> Cycle A	HIST 7: Maafa		GEOG 4: Frozen Kingdoms (Our Changing World)		HIST 8: Britain at War	
<b>Oak</b> Cycle B	HIST 9: Dynamic Dynasties		GEOG 5: Sow, grow and Farm (Interconnected World)		HIST 10: Groundbreaking Greeks	
<b>Oak</b> Cycle C	HIST 11: Invasion		GEOG 6: Misty Mountain, Winding River (Investigating our World)		HIST 12: Ancient Civilisations	
<b>IMPACT (END GOALS)</b>						
<b>KS1 HISTORY</b>				<b>KS2 HISTORY</b>		
<b>Children should:</b> <ul style="list-style-type: none"> <li>• Have a developing awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> </ul>				<b>Children should:</b> <ul style="list-style-type: none"> <li>• Have an increasingly chronologically secure knowledge and understanding of British, local and world history,</li> </ul>		

- Be able to describe and explain where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions
- Choose and use parts of stories and other sources to show that they know and understand key features of events
- Demonstrate a developing understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

- Be able to establish clear narratives within and across the periods they study
- Be able to note connections, contrasts and trends over time
- be increasingly able to use historical terms appropriately
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- demonstrate understanding of how our knowledge of the past is constructed from a range of sources.

### KS1 GEOGRAPHY

#### Children should:

- develop knowledge about the world, the United Kingdom and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### Children should be able to:

##### Locational knowledge

- 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

##### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

##### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom
- identify 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:

### KS2 GEOGRAPHY

#### Children should:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America to include the location and characteristics of a range of the world's most significant human and physical features
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

#### Pupils should be able to:

##### Locational knowledge

- 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
- 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)

- 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

#### Geographical skills and fieldwork

- 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.

#### Place knowledge

- 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

#### Human and physical geography

Describe and understand key aspects of:

- 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

#### 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
- 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

### **ASSESSMENT**

History and Geography learning can be recorded in Topic books or individual Learning Journeys (Juniper Class). This learning may include written responses, art work, graphs or diagrams (eg. timelines). It may also include - typically in the younger years - a class learning journey where adults might capture learning as scribed oral contributions from pupils, or photographs or other observations/commentary.

Teachers assess learning in number of ways: by making observations of the children working during lessons, listening to their responses and ideas, looking at work in books as well as outcomes of weekly quizzes and end of unit tests. All these assessment tools help teachers to reach a judgement as to how well the unit content has been learnt ie. do children know, remember and can do the things we have been teaching them? While it is crucial that the teacher then acts on the outcomes of this assessment so that it informs future learning, it also provides a snapshot summary identifying who is on track, who is not there yet and who is out in front.



