



Curriculum Handbook
Key Stage 1 and Key Stage 2
Humanities

Humanities Curriculum Statement

Intent

Humanities is taught at Eynsham Community Primary School to inspire children to be curious about the world around them, locally and globally, past and present. To support their understanding of their place in the world, we explore how our local area has developed and grown over time and make connections with different places and time periods in history. We also develop their understanding of physical and human features throughout history and the impact these can have on an area.

As a school on the outskirts of Oxford, we feel it is crucial that children gain a knowledge of how the human and physical Geography of our local city has changed throughout time. As we develop their understanding, children will explore different and diverse cultures and how they live/lived their lives differently to us. The children will then compare different societies and civilisations with our own, considering how location, climate and landscape impacted their way of life.



To help children develop their humanities skill set, each lesson will aim to incorporate historical enquiry and geographical field work skills to consolidate and deepen their understanding and knowledge of a topic. They will then use this to compare and contrast with different places and time periods.

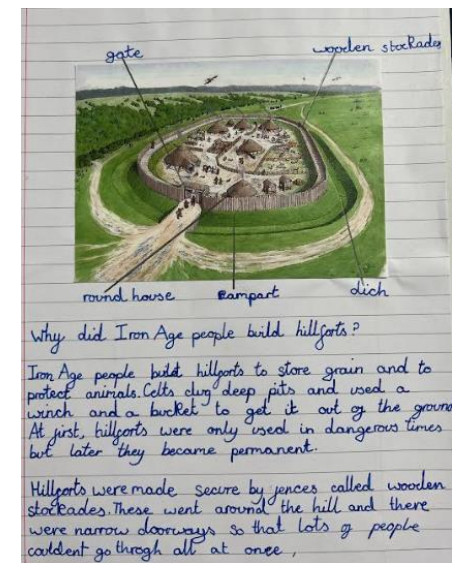
Implementation

Humanities at Eynsham Community Primary School is taught for two hours a week to ensure learners' depth of knowledge and skills is sufficient. Lessons should aim to hook children into their learning by linking to real life examples. In History, this might involve looking at artefacts or experiences. In Geography, this might include fieldwork, such as undertaking traffic surveys at the Eynsham toll bridge. Hands-on learning is encouraged across the school to help children build schema and create a solid understanding of a topic. They will be given opportunities to use these in varied situations and ways, to demonstrate their knowledge. To further develop their understanding we will use open ended questioning to allow children to become more independent learners and to showcase their skills and knowledge of the topic. Adaptive teaching strategies are also employed to ensure that lessons are accessible for all learners.

Impact

As a result of the humanities curriculum the children receive, they leave school with a developed cultural capital, geographical skills and knowledge of the

past. They will be able to apply these skills in their everyday life which will make them more independent members of society. Children will have an improved link to their local area and the country they live in and understand how this has changed throughout time.



Recording

Humanities lessons are evidenced in the History and Geography books weekly. To support cross curricular links children will complete a range of tasks which may include, extended writes, representations of data and drama. Children will be given the opportunity to build on their experiences

through a variety of tasks that will allow them to show Historical and Geographical skills.

Assessment

Assessment in Humanities is focused on the national curriculum statements and KCV questions. Assessment data is recorded on Sonar. In weekly lessons, teachers use formative assessment using the learning objectives to support. Children can be assessed through their written or verbal contributions to the lesson both during and after. To help teachers with their assessments of children, a portfolio of Greater Depth work has been created highlighting Greater Depth children's work in each year group.

Inclusion

Every lesson in Humanities is aimed to be inclusive for all children. We utilise adaptive teaching strategies to allow all children to access the curriculum and lesson being taught. Interactive lessons and experiences allow our SEN to be active participants and retrieve information about the topics covered.

Cultural Capital

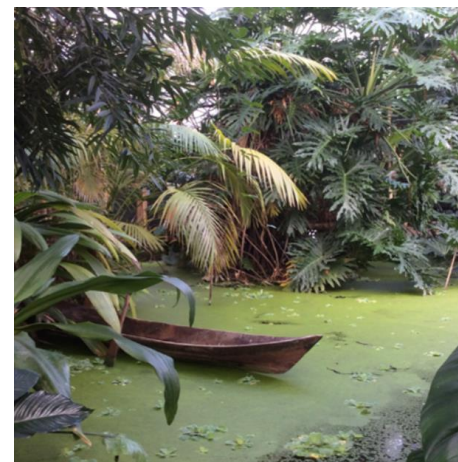
To develop our children's cultural capital we aim for the children to have a wide range of experiences. This will include a range of trips and experiences associated with the current topic. Focused theme days will be held to immerse

children in the life of different civilisations from around the world and through time. To further improve our children's opportunities, we invite relevant people to school to provide first hand experiences where appropriate. Constant use of artefacts, maps and secondary sources will support hands-on learning.

As a whole school, we will also have a focus on Humanities events. This has led to opportunities to explore democratic changes using current political events and links to the past and compare this to other places. This will help children to understand how humanities has helped shape our current culture both positively and negatively.

Constant use of artefacts, maps and secondary sources will support hands-on learning.

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History Curriculum Statement

Intent

Our Historical Curriculum aims to ensure that children have a chronological understanding and knowledge of how their history and heritage began, local and global, up to the present day. We intend for the children to understand where they've come from and the history that has shaped their current existence (The Big Picture). To support their understanding of their place in the world, we explore how our local area has developed over time and make connections with different time periods in history (real world connections).



Implementation

History at Eynsham Primary school is taught for two hours a week to ensure the learner's depth of

knowledge and skills is sufficient. We aim to hook

the pupils' interest through our learning being linked to real life examples such as artefacts or experiences i.e., each topic has an artefact box full of historical artefacts. These are brought out consistently to allow children to build on the schemas and to create a solid understanding of the topic. Primary and Secondary sources will be used routinely to allow our children to investigate their topic with hands-on learning.

While exploring these topics, children will be using historical skills in every lesson to build and deepen their understanding of each topic. They will be given opportunities to use these in varied situations and ways to demonstrate their knowledge. To further extend our learners, open-ended questioning will allow children to become more independent learners, showcasing their skills and knowledge of the topic.

Impact

The impact of our Humanities curriculum is that pupils will be able to access both Primary and Secondary sources and will then be able to use their skills to analyse them. Children will have a good understanding of their local area and the country they live in. They will experience Historical events, both past and present and will have a focus of belonging. The Newsletter will also

include these opportunities that our children have had. To further improve the status of History in Eynsham, there will be an article from the school in the local newspaper, supporting and building children's place in their local area. The school has

been awarded Gold in the National History Mark in recognition of the outcomes achieved in this subject.



Recording

Humanities in Eynsham is recorded in History and Geography books. We aim for there to be a lesson to be recorded every time it is taught. To support children's cross-curricular links, we aim for there to be an extended piece of writing for each topic, building on their English work. Children will be given the opportunity to build

on their experiences through a variety of tasks that will allow them to show their Historical skills.

Assessment

Assessment in History is focused on the National Curriculum statements and are made on Sonar. These will be assessed regularly at given assessment points.

Teachers plan and assess using an overarching learning objective which is then broken down into a skills objective and a knowledge objective. Teachers assess using a tick system to show whether they are secure or working at Greater Depth in their knowledge and skills. To develop their independence and skills, they will also have the opportunity to self and peer assess against Learning objectives.

Children will have the opportunity to answer key concept questions on the KCVs. Teachers will assess the children on their knowledge of historical facts and how well they understand concepts being taught to them.



Inclusion

Every lesson in History is aimed to be an inclusive one. We ensure that the work is differentiated for each child as to allow them to access the curriculum. Interactive lessons will allow our SEN children to retrieve information about the topic through being an active participant in the lesson. Primary and Secondary sources ensure that we will promote engagement from children of all needs.



Cultural Capital

To develop our children's Cultural Capital, we aim for the children to have a wide range of experiences. They will have the opportunity to partake in trips associated with current topics that help to provide significant and relevant experiences. Focused Theme Days will be held to immerse children in the life and times of a past civilisation. These also include drama activities to explore significant events and individuals. To further improve our children's opportunities, we will

invite relevant people into school to provide first hand experiences (where appropriate or possible). Constant use of artefacts and other primary and secondary sources to support hands-on learning.

As a whole school, we will also have a focus on History i.e., Black History month and other significant events. This has led to opportunities to explore democratic changes using current political events and links to the past. This will help the children to understand how History helped to shape the culture that we live in today, not necessarily all positive, but how countries have learnt from each other.

The school also has links with the local history society who have provided further enrichment opportunities. Recently, this has included getting to visit the lost Eynsham railway exhibit.



Geography Curriculum Statement

Intent

Geography is taught at Eynsham Community Primary School to inspire pupils to have a curiosity and fascination about the world. We aim to equip pupils with knowledge about diverse places and people around the world.

As a school on the outskirts of Oxford, we feel it is crucial that children gain a knowledge of how the human and physical Geography of our local city has changed throughout time. We do this so children have a better understanding of how our local area has developed over time. At Eynsham, we educate the children about how land use has changed throughout time within the local area, from its origins of the Abbey during Saxon times, to more recent times where the land around the school site was used for agriculture and pig farming. Links with Oxford and the importance of the river Thames are explicitly taught throughout the curriculum so children understand the importance of the human and physical geography within the local area.

With an understanding of their own locality, children go on to explore different cultures of people around the world and how their life differs from ours. By becoming culturally aware of other countries, their traditions and beliefs, pupils will develop a sense of curiosity. They will

also develop a respect of other countries and will appreciate that life in Eynsham is not the only way the people live their lives. Whilst children

will learn about poverty and the impact this can have on families, they will look at it in the local area as well as in other countries around the world.



Fieldwork is a skill which we want children to leave Eynsham with a solid understanding of. This includes having basic map reading skills and a confidence of how to use atlases to find new countries. They will then learn about how to link this to how land use has changed over time and the evidence of this through maps. Other key skills such as reading a map and using a compass effectively for numerous purposes such as orienteering are taught explicitly throughout the curriculum.

Implementation

Geography at Eynsham Primary school is taught for two hours a week to ensure learner's depth of knowledge and skills is sufficient. We aim to hook the pupils' interest through our

learning being linked to real life examples such as fieldwork or real life experiences, for example how the local toll bridge has impacted on the trade crossing the local river. Real life experiences and hands-on approaches to Geography are used regularly throughout teaching to ensure children are making links to their local area, how it is used, as well as the land use throughout the world.

While exploring these topics, children will be using geographical skills in every lesson to build and deepen their understanding of each topic. They will be given opportunities to use these in varied situations and ways to demonstrate their knowledge. To further extend our learners, open-ended questioning will allow children to become more independent learners, showcasing their skills and knowledge of the topic.



Impact

The Impact of Geography is that every child will have improved their cultural capital and geographical skills. They will be able to apply these skills within their everyday lives making them more independent members of the local community. They have a sense of belonging within their community as well as understanding their place within the context of the country, continent as well as the wider world. Eynsham Primary School's website has a Geography page, demonstrating the different trips and experiences that the children will have gone on. The Newsletter will also include these opportunities that our children have. The profile of Geography around the school means each class, when learning about a Geography topic will have an engaging display board complete with key vocabulary, and a map of the area they are studying.

Teachers plan and assess using an overarching learning objective which is then broken down into a skills objective and a knowledge objective. Teachers assess using a tick system to show whether they are secure or working at Greater Depth in their knowledge and skills. To develop their independence and skills, they will also have the opportunity to self and peer assess against Learning objectives.

Children will have the opportunity to answer key concept questions on the KCVs. Teachers will assess the children on their knowledge of Geography and how well they understand concepts being taught to them.

Recording

Geography in Eynsham is recorded in History and Geography books. We aim for there to be a lesson to be recorded every time it is taught. To support children's cross-curricular links, we aim for there to be an extended piece of writing for each topic building on their English work. Children will be given the opportunity to build on their experiences through a variety of tasks that will allow them to show Geographical skills.



Assessment

Assessment in Geography is focused on the National Curriculum statements through Target Tracker. These will be assessed regularly at given assessment points. Children will have the opportunity to answer key concept questions on the KCVs in a verbal and written form, which will give teachers a good understanding of how well children have understood the chosen skill or concept. Teachers will also assess the children on their understanding of Geographical concepts and how well they can use fieldwork skills. This includes upper Key Stage 2. To develop their independence and skills, they will also have the opportunity to self and peer assess against Learning objectives.

Inclusion

Every lesson in Geography is aimed to be an inclusive one. We ensure that the work is differentiated for each individual child to allow them to access the curriculum. Interactive lessons will allow our SEN children to retrieve information about the topic through being an active participant in the lesson. Fieldwork lessons will be broken down and become real life experiences and opportunities for children to appropriately engage and challenge themselves through all lessons. Children with particular passions such as flags or capital cities will have their area of interest included in the lessons as much as possible.

Humanities lessons follow the school's approach to the Rosenshine's Principles where content is regularly revisited and skills and knowledge built upon.



Cultural Capital

To develop our children's Cultural Capital, we aim for the children to have a wide range of experiences. They will have the opportunity to partake in trips associated with current topics which will provide significant and relevant experiences. Focused Theme Days will be held, to immerse children in the area of learning or parts which are relevant to the learning – for example, learning about wildlife which lives in the rainforest during the 'rainforest' topic. These can also include drama activities to explore significant



events. To further improve our children's opportunities, we will invite relevant people into school to provide first hand experiences (where appropriate or possible).

A major part of the cultural capital for our school is that children get out into the local community and understand the land within the community. Children exploring it, through mapwork and

other fieldwork skills is such an important, real-life factors in their understanding of the area in which they live and come to school in. Children being able to understand how land use within the local area has changed and the necessity of it changing are such important factors in their learning. Children having the understanding of how Eynsham is directly affected by Oxford and going to visit it and complete fieldwork to further understand it will give them a wider understanding of life beyond the school gate.

Trips and Experiences Year 1

Autumn Term

Witney & District Museum

Key Learning Outcomes

On this trip, we really want children to explore the artefacts and remains of past history within their local area. By going to the local town museum, children will understand the importance of artefacts and what they can tell us about the past. The particular focus will be on the wool and blanket industry in Witney and exploring landmarks which are still present today which tell us about the past. Machinery and artefacts will tell us all about the procedures used to make and create wool in Witney and the way that industries used the land to help the industry flourish.



Spring Term

Cotswold Wildlife Park

Key Learning Outcomes

This trip involves the children finding out more about the animals in the park that are native to Africa. During talks, children will visit a variety of species and discuss the similarities and differences between them. Children will learn about plants that are native to Africa and the animals that would eat them. The children will also learn about what the animals natural habitat would look like and typical animals behaviours. We will touch on features of predators and adaptations that the animal might have to help them survive in their habitat in Africa.



Summer Term

Bournemouth

Key Learning Outcomes

This experience will fully immerse the children into the surroundings of the seaside. Within lessons, they will study the changes through History of the seaside holidays and how British coastlines developed and changed throughout time. The children will go and see hut 2539, the UK's first public beach hut built in 1909. Then they will analyse Bournemouth's similarities and differences between historical photos and see the remains of the coastline today.



Trips and Experiences Year 2

Autumn Term

The Tower of London

Key Learning Outcomes

On this trip, children will immerse themselves in their topic of the Great Fire of London. Children will be taken back to 1666, where London is ablaze. The fire is spreading east approaching the Tower's doorstep and the fortress is filled with gunpowder. Children will experience what life was like in London during the time of the fire, and compare and contrast it to now. Children will also look at the importance of witnesses in History, focusing on recounts made by Samuel Pepys. Children will observe a range of artefacts which are linked to the Great Fire of London.



Spring Term

Frozen Day!

Key Learning Outcomes

This experience develops the children's understanding of how hard explorers have to work for frozen expeditions to succeed. Children will embark on a trip to the Poles, and before setting off, they will have to consider which tools and equipment that they might need and why. Children will look at what it is like to travel to 'Frozen Kingdoms' and understand difficulties that successful expeditions have faced. Throughout the day, there will be a lot of role play and opportunities for children to fully understand the landscapes and terrains within frozen territories. This will be done through map work skills.

Summer Term

Exploring Eynsham!

Key Learning Outcomes

This experience will allow children to experience the historic remains of a real Roman Villa. The trip to Chedworth Roman villa will allow children to see the famous Roman mosaics and provide a unique insight into life during the Roman period in Britain. There are a range of mosaic floors for the children to discover, as well as, hypocaust systems and bath house rooms. These remains give children a real insight into what life was like at Chedworth during the Roman era. As well as the building remains, the children will be able to access the museum, where they will be able to explore a range of artefacts which have been discovered at Chedworth, giving the biggest insight into life in Roman Britain.

Trips and Experiences

Year 3

Autumn Term

Pitts Rivers Museum

Key Learning Outcomes

Throughout this experience, children will be analyzing artefacts in a local museum. Through an interactive session, children will discover how life changed for people through the Stone, Bronze and Iron Age. To fully understand the time periods they are learning about in their topic, they will initially create a giant timeline to get an overview of how technology changed through this period. Pupils will then get the opportunity to handle replica objects from the Mesolithic, Neolithic, Bronze and Iron Age period and match them to the correct time period. Then finally, children will get the opportunity to explore the tools and weapons on display on the top floor of the museum from the Stone to Bronze age.

Spring Term

Living Rainforest

Key Learning Outcomes

This experience develops children's understanding of how plants and animals have adapted to suit living in a rainforest environment. Children will learn about the different layers of the rainforest including microhabitats and how adaptation can lead to evolution over time. Specific learning will involve: how rainforest leaves get rid of excess water: how plants have adapted to maximise light and nutrient uptake: and the way various animals are suited to life in the rainforest.

Summer Term

Chedworth Roman Villa

Key Learning Outcomes

This experience will allow children to experience the historic remains of a real Roman Villa. The trip to Chedworth Roman villa will allow children to see the famous Roman mosaics and provide a unique insight into life during the Roman period in Britain. There are a range of mosaic floors for the children to discover, as well as hypocaust systems and bath house rooms. These remains give children a real insight into what life was like at Chedworth, during the Roman era. As well as the building remains, the children will be able to access the museum, where they will be able to explore a range of artefacts which have been discovered at Chedworth, giving the biggest insight into life in Roman Britain.



Trips and Experiences

Year 4

Autumn Term

Hill End Residential

Key Learning Outcome

Children on the Hill End residential will go back in time to experience a replica Ancient Settlement site. The learning of the day is the Viking invasion and occupation of England in the 9th century, exploring the conflict and war between the vicious Vikings and the Anglo Saxons. Pupils learn about Saxon farming, settlements and also about a Viking warrior, their religion and how the Vikings attacked the villages taking gold and silver. We then look at how the Vikings occupied large areas of England and how the Saxons battled to regain their land!



Viking Day

Key Learning Outcome

Throughout this experiential day, children will learn about the Viking invasion of Britain. Children will learn about the invasion of Lindisfarne and the subsequent attempt and success of the invasion of Britain. Skill development will focus on deepening understanding of the chronology of the invasion and the reason why Britain was an appealing place to live.



Spring Term

British Museum

Key Learning Outcomes

Children will have the opportunity to explore Egyptian History up close and personal at the British Museum. Throughout their learning of History, children will be taught about Ancient Egyptian culture and living, and come face to face with artefacts from this time through their visit. Children will see real life mummies and explore some of the unearthed sarcophaguses from Ancient Egypt. Children will also explore other aspects of Egyptian culture, such as the Rosetta Stone and the importance of Egyptian hieroglyphs in early writing. Children take part in a mummification workshop whilst they are at the museum which involves them learning about the dehydration process, furthering their knowledge on mummification. Children will then consider how mummies are a source of evidence about Ancient Egypt and how museum experts have investigated mummified bodies in the past and the present. The students will find out how x-rays help the museum to find out more about the mummies in its collection without unwrapping them. With the showcase of modern technology, children are also shown how the museum uses modern technology such as CAT scanning and 3D printing to investigate the mummies in its collection.

Summer Term

Tusmore Estate Farm

Key Learning Outcomes

This experience allows children the opportunity to explore, first hand the process of food moving from 'field to fork'. Children are shown a variety of methods of farming, to ensure they fully understand the farming process and methods used. Children will also look at the land on the farm and the way that the natural land is resourced and replenished throughout food production. As part of this process, there is learning about how other countries grow and produce foods, some of which are available to buy in Britain. This also incorporates the transportation methods used to get the product imported to Britain. Food preparation, and the process of food being readied for supermarkets is covered and effective methods for packaging completed products. Throughout the day, there is also the focus of healthy eating and the reasons why some food groups are healthier than others.

Trips and Experiences

Year 5

Autumn Term

Didcot Railway Centre

Key Learning Outcome

Throughout this experience, children explore the importance of evacuation and gain a better understanding of the impact evacuation had on children. Before the trip, the children will have a good understanding of why the war took place and be aware of some ways that it affected Britain. On our trip, children will discuss the importance of the railways throughout the period and how they transported children throughout the country to become evacuees. Children will learn about what that experience would have been like for children at the time and the difficult decisions that parents would have had to make, by sending their children to the countryside. Children will take a trip on the steam train, just like the evacuees did, giving them the opportunity to empathise with the parents and children throughout this time.



Spring Term

Planetarium

Key Learning Outcome

This experience gives children the opportunity to be immersed in space! Inside the planetarium, children will have a 360-degree view of the Earth, and how this corresponds to the night sky above them. They will learn about the movement of the Earth consolidating why we now see the world as a heliocentric system. We will look at the moon and other planets, relative to the sun in our solar system, how and why the sky changes throughout the year and look at some of the other bodies in our solar system. Children will be able to explore the stars in a new learning environment to give them a better perspective of the world they live in.

Summer Term

Museum of Oxford

Key Learning Outcome

Children take part in an interactive workshop at the Museum of Oxford exploring how changes and developments in transport have helped shaped the city that we know today. They have a chance to handle and look at artefacts from Oxford's canals, railways and car manufacturing past as well as take a look around the museum's exhibitions, developing their understanding of Oxford's history. After the workshop, the children conduct some fieldwork in the city centre; surveying members of the public to gather data that we then analyse on our return to school. This gives them hands-on experience and helps make our analysis more meaningful.

Trips and Experiences

Year 6

Autumn Term

Greek Day

Key Learning Outcome

Throughout this experience day, children will get to fully immerse themselves into their learning on Ancient Greece. The day will begin with a Greek quiz, with the children learning some traditional facts about Ancient Greece and the empire. They will then learn about Archimedes' Stomachion - the oldest known mathematical puzzle and analyse the importance of ancient mathematical thinkers on today's society. To further develop their knowledge about myths and legends, the children are transported to a Greek theatre where they re-enact some myths and legends they may not be familiar with. The day continues with a Greek warrior, who will show his weapons and armour. Then the differences between the city states of Athens and Sparta are also explored. The children will explore the democratic system of Ancient Greece and look at the impact of this on today's society.

Spring Term

Mayan Day

Key Learning Outcome

Children will use this knowledge of terrain to analyse the use of land throughout the Mayan era. Children will learn about the chronology of the era, who the Mayan were and why they were so strong as a civilisation, despite being against the odds. Children will explore the way that life was for Maya people, including the ways they used a 'calendar' to decide when and where to plant food. One of the most interesting things about the Maya tribe is the lack of evidence around the era, children will explore why this is and how we can still learn about this time period. Using this knowledge and understand children will directly compare their knowledge of Maya, to that of their previous learning on the Ancient Greeks.

Summer Term

Sulgrave Manor

Key Learning Outcome

As part of their learning about the Tudors, children will deepen their understanding through exploring the manor, handling replica objects and playing with Tudor toys and games. They will analyse the time period and discover what it was like to live at Sulgrave Manor during the 16th Century, during Tudor England. Children will get the opportunity to explore the manor and use replica objects to investigate how life was different for people of different classes at the time. Children will go on to build upon their learning in Year 1, to further explore that wool was one of England's most important exports. Children will discover more about the sailors and explorers who would have traded wool and how their life on a Tudor ship compared to that when they were at home.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Witney Blankets	Witney Blankets	Africa	Africa	The Seaside	The Seaside
Year 2	Great Fire of London	Great Fire of London	Frozen Planet	Frozen Planet	Explorers	Explorers
Year 3	Stone to Iron Age	Stone to Iron Age	Amazon Rainforest	Amazon Rainforest	Romans	Romans
Year 4	Raiders and Invaders including local area of study	Raiders and Invaders including local area of study	Ancient Egypt	Ancient Egypt	Field to Fork	Field to Fork
Year 5	World War II	World War II	Earth	Earth	On our Doorstep Oxford	our Doorstep ford
Year 6	Ancient Greece	Ancient Greece	Magnificent Mayans	gnificent Mayans	dor England	dor England

Timeline of Periods covered in History and Geography

Stone Age to



Ancient Greece



Raiders and Invaders



Great Fire of



World War II



Ancient Egyptians



Romans



Tudors



Witney Blankets



Explorers

Curriculum Progression- History

Chronological Understanding						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ask about members of their immediate family and community.</p> <p>Ask about how they know people older than themselves.</p> <p>Sequence photos of family, child, teenager and adult.</p> <p>Sequence some events in life with support.</p> <p>Ask about memories and events.</p>	<p>Sequence events in their life.</p> <p>Sequence artefacts closer together in time.</p> <p>Sequence photographs etc. from different periods in history.</p> <p>Order events on a timeline.</p>	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects/technology to people of different ages.</p> <p>Sequence photographs etc. from different periods in history and state reasons why they think this using evidence provided.</p> <p>Describe memories of key events in their lives.</p>	<p>Place the time and events studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Understand more complex terms eg BC/AD.</p>	<p>Place the time and events studied on a time line compared to other historical periods studied.</p> <p>Begin to date events.</p> <p>Sequence several events or artefacts.</p> <p>Create own timeline (topic linked).</p>	<p>Know and sequence key events of time studied.</p> <p>Make comparisons between different times in the past.</p> <p>Sequence up to 10 events on a time line.</p>	<p>Use relevant terms, dates and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Create timelines to scale.</p>

Range and Depth of Historical Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find out about why people did things in the past.</p> <p>Know some differences between the past and now – explore this with an adult.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Identify differences between ways of life at different times.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Find out about every day lives of people in time studied compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied e.g. innovation and impact.</p> <p>Look for links and effects in time studied.</p>	<p>Find out about every day lives of people in time studied in our local area.</p> <p>Identify reasons for and results of people's actions and the effect upon society.</p> <p>Understand why people may have wanted to do something e.g. push and pull factors.</p> <p>Identify the impact a period/ individual in history has had on the local community (Eynsham as an Anglo Saxon village).</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different people – differences between men and women (WWii).</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period (Oxford).</p> <p>Appraise/debate the impact an historical event had.</p> <p>Gauge the importance of historical decisions and the impact this had.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>	<p>Study different aspects of different people – differences between men and women (Tudors & Ancient Greece).</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period (Greeks and Egyptians).</p> <p>Appraise/debate the impact an historical event had.</p> <p>Gauge the importance of historical decisions and the impact this had.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares them.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Know key dates, characters and events of time studied.</p>

Interpretations of History

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Stories to about fact fiction from past.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/ stories.</p> <p>Understand how wool was transformed a blanket since its creation in 1700's</p> <p>How and why Witney blankets became famous around the</p>	<p>Compare 2 versions of a past event.</p> <p>Investigate an historical figure.</p>	<p>Look at representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p> <p>Analyse impact of individual on our country/local area (e.g Roman's straight roads)</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Compare and contrast periods in history.</p> <p>Appraising outcomes of decisions.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Compare and contrast periods in history.</p> <p>Appraising outcomes of decisions.</p>

Historical Enquiry

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Work and talk about facts and pictures.</p> <p>Make observations</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, to provide reasons for their thinking.</p>	<p>Use a range of sources and build evidence to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Ask a variety of questions.</p>	<p>Ask a variety of questions. Use a range of sources and build evidence to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and internet for research.</p> <p>Use the library and internet for research</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>	<p>Begin to identify and evaluate primary and secondary sources.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Use a range of sources to find out about an aspect of time past.</p>	<p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

Curriculum Progression- Geography

Locational Knowledge						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p>	<p>knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p>Name and locate the World's seven continents and five oceans.</p> <p>Identify Africa on a World Map and use globes, atlases and maps confidently.</p> <p>Compare weather and seasons in the UK to that of a country in Africa.</p> <p>Name and locate the four countries in the UK and their capitals</p>	<p>Name and locate the World's seven continents and five oceans.</p>	<p>Locate the Amazon rainforest on a map and discuss its location in relation to countries and continents.</p> <p>Understand and implement longitude and latitude when using maps and atlases and be aware of the Northern/Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and different time zones.</p>	<p>Have an understanding of farming and how food is produced and transported to our plates (food production).</p>	<p>Understand extreme weathers (hurricane, storms, drought) and how conditions change in different climates.</p>	<p>Understanding of how different hemispheres affect weathers and temperatures.</p> <p>Understand that location's time zones change due to latitude/longitude and hemispheres.</p>

Place Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, ethnologically and geographically diverse world.</p> <p>Understanding of locations around the school and some important places in the community.</p>	<p>Identify and name the surrounding seas of the UK</p> <p>Compare Eynsham to a distant place/settlement in Africa.</p>	<p>Discuss how an Antarctic climate is different to the local environment.</p>	<p>Discuss the environment during the Stone Age and how the land was used (farming with stone tools) in comparison to the Iron Age.</p> <p>Understand how the map of Europe has changed over time (layout of countries, capitals)</p> <p>Compare physical (biomes, rivers, climate zones) and human (settlements, land use) similarities and differences of the UK and the Amazon rainforest (South America)</p>	<p>Complete an area study of physical and human geography, of a region of a European country and compare it to Eynsham.</p>	<p>An understanding of how tourism can affect an area (human/physical factors).</p> <p>Understand how Oxford's land use has changed over time and discuss what has caused these changes.</p>	<p>A direct study between Brazil and our local area</p> <p>Compare the local area to an area in Brazil by physical features: climate zones, vegetation belts, biomes, rivers, mountains, volcanoes and earthquakes.</p> <p>Compare the local area to an area in Brazil by human features: population, economy, birth rates, life expectancy, types of settlements, land use</p>

Human & Physical Geography

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Enriching and widening children's vocabulary in relation to physical geography: for example; types of weather and types of terrain.</p>	<p>Identify key landmarks and features on aerial photographs and devise their own maps using a key</p> <p>Discuss the physical and human changes of UK coastlines/beaches (E.g. more people, ocean pollution/ rubbish)</p> <p>To focus on key human and physical geographical features of a distant country in Africa.</p> <p>Discuss different weather patterns in the UK.</p>	<p>Discuss the human and physical differences of a small area in the UK and a distant, non European place (cold climates).</p> <p>Discuss different types of animals/ wildlife that live in Antarctica.</p> <p>Identify weather patterns in cold climate in relation to its distance from the Equator.</p>	<p>How the Amazon Rainforest is changing due to both human and physical factors.</p>	<p>Explore different types of land use in the local area.</p> <p>Describe how humans used natural resources (energy, food, minerals and water) in different locations.</p> <p>Have an understanding of the water cycle and how this acts on farming</p>	<p>Describe physical features (mountains, lakes etc.) of an area and use maps (contours) to compare locations.</p> <p>Explain how the rotation of the Earth affects day/ night and seasons/ weathers.</p>	<p>Children will explore and learn information about the Mayan civilisation in the Americas and look at the land use amongst other practices of the civilisation.</p>
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Geography Skills and Fieldwork

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Beginning to create and draw their own imaginary maps.</p> <p>Going out into community.</p> <p>ating and using ctions when out to port their abulary.</p>	<p>Use a map/atlas to identify each country in the UK and discuss the location of their local area/school</p> <p>Continue to use compasses and begin to explore in more detail (E.g. North East)</p> <p>Be confident using compasses and identify North, East, South and West.</p>	<p>Continue to use compasses and beginning to explore in more detail (E.g. North East) when comparing locations of countries/continents.</p> <p>Use a map/atlas to locate Antarctica.</p>	<p>Describe how humans used natural resources (energy, food, minerals and water) in the Stone/Iron Age and how things have changed (factories, farming and shops).</p>	<p>Sketch out a map of the local area and include a key/symbols.</p>	<p>Use fieldwork such as questionnaires, photographs and surveys to observe and explore the local area.</p> <p>Be confident using grid referencing (4/6 figures) when using maps to develop their knowledge of an area and Oxford.</p>	<p>Gain statistical knowledge of the World through fieldwork and digital mapping tools.</p>