

The background features abstract, overlapping green geometric shapes in various shades, including light lime green, medium green, and dark forest green. These shapes are primarily located on the left and right sides of the page, framing the central text. The overall aesthetic is modern and clean.

Humanities at Cardinal Newman

2020-2021

Written new action plans.

Audit of current resources.

Book look.

Created and implemented progression of skills across each year group.

Staff meeting on assessment in humanities.

knowledge organisers used for both History and Geography to ensure all skills being covered.

Used outside agencies where permitted

Lead SCITT Teaching Geography training.

History Priorities

- Ensure coverage of history within the curriculum.
- Focus on using historical skills.
- Feedback and assessment.
- Use of out side agencies

Progression in History Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum,	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to

			cartoons, etc.			different conclusions confident use of the library etc. for research
Historical Enquiry	<p>sort artefacts "then" and "now"</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>use a range of sources 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>begin to use the library, e-learning for research</p> <p>ask and answer questions</p>	<p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p>	<p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum</p> <p>annotated photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p>	<p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms · work independently and in groups showing initiative</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>

KEY STAGE 1

Use of artefacts

Florence Nightingale day/ Year 2 production



KEY STAGE 2

WW2 Home Front Bus
Henley Fort
British Museum online tour.
Fishbourne Palace



Geography Key Priorities review

- In-bed geography within the curriculum (readdress the balance)
- Feedback and assessment
- Accessibility and challenge for all
- Outdoor learning / fieldwork

Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	Name and locate different parts of the local community.	Identify the equator and poles on a map / globe	Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Name the major cities of England, Wales, Scotland and Ireland Find where they live on a map of the UK	Name and locate a wider range of places in their locality, the UK and wider world, including Egypt, Greece and location of mountains, volcanoes and earthquakes	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features, including UK and global rivers, countries of central America and Italy. Know the difference between UK, Great Britain and the UK	Name and locate an increasing range of places in the world, including selected countries of North and South America and Eastern Europe Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the prime Greenwich	Name and locate an extensive range of places in the world including globally and topically significant features and events, including some of the countries of Europe and those linked to UK trade and food chains. Identify and explain time zones, including night and day, and how they work

Locational and Place Knowledge
Human and Physical Geography
Enquiry and Investigation
Geographical Information
Communication
Fieldwork

Mapping

0: To be able to locate the four countries of the United Kingdom. Jack

14.10.20

Label the countries in the United Kingdom.
United Kingdom of Great Britain and Northern Ireland
 England, Wales, Northern Ireland, Scotland

2. Colour the map.
 Red: England
 Blue: Northern Ireland
 Green: Wales
 Yellow: Scotland

3. Draw the flag of the UK.

4. Place the sticky dot where you think you live.

LO: To locate the main rivers of the UK

- ✓ I can identify rivers
- ✓ I can identify towns and cities that lie on major rivers
- I can name the rivers that run through major towns and cities

COUNTRIES OF THE UNITED KINGDOM

- Capital city

live in certain places

- To use a map to identify densely and sparsely populated areas of Brazil. ✓
- To understand the concept of migration. ✓
- To be able to identify push and pull factors. ✓

Sparsely Populated

Densely Populated

1. The South East of Brazil is more crowded.
2. Most Brazilians live near cities.
3. Overall the continent has approximately 1000 people.

To create a map of your classroom

Ticks: 23.3.21

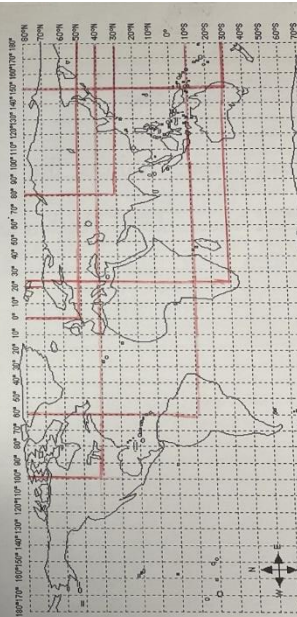
- I can draw using a birds eye view. ✓
- I can draw the outline of the classroom. ✓
- I can include some objects found in the classroom. ✓
- I can label my map. ✓

- ✓ I can explain the meaning of longitude and identify lines of longitude on a map.
- ✓ I can explain the meaning of latitude and identify lines of latitude on a map.
- ✓ I can identify a place using longitude and latitude coordinates.

Longitude and Latitude

Any location on Earth is described by two numbers - Latitude and Longitude. The imaginary lines are every 20° east or west of the Prime Meridian and 20° north or south of the Equator. Lines of latitude and longitude are imaginary lines that you see on maps. They divide the world up so you can give an exact location. Latitude lines run from east to west (the Equator 0°) and tell how North or South you are. The Equator at 0° latitude divides the Earth into the Northern and Southern hemisphere. Lines of longitude run from North to south like the Prime Meridian at Greenwich 0° to 180° at the International Date line. The prime Meridian divides the Earth into Eastern and Western hemisphere.

Latitude and Longitude



Friday 26th June 2021

use grid references to find and locate places using a map.

- 2108 ✓ c) 2714 ✓ d) 2212 ✓
- P 2709 ✓ f) 2607 ✓ g) 2514 ✓ h) 2310 ✓
- P 2711 ✓ j) MP 2112 ✓ k) 2412 ✓ l) 2609 ✓
- 2314 is ✓ b) 2409 is ✓ c) 2107 is ✓
- 2508 is ✓ 43 ✓ c) 2707 is ✓ f) 2411 is ✓

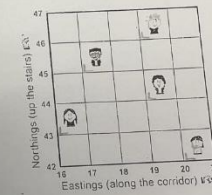
- ✓ I can locate a map and sort physical and human features.
- ✓ I can recognise the main symbols on an OS map and I know what these are.

Handwritten notes and a circled '1-4' in the top right corner.

A human feature of a map is something created by humans like a school.
A physical feature of a map is something that isn't created by humans like a forest.

NAME	SYMBOL	HUMAN OR PHYSICAL
information centre		human
telephone box		human
station		human
Church with tower		human
Church with spire		human
Main road		human
Parking		human
Golf course		human
Pathway		human

Lines that go up or EASTINGS, place line shade in the 17 with diagonal NORTHINGS, place the line shade in the 18 with diagonal. The shaded square is the rule for the order.



What is the four-figure grid reference for the following people? Four Figure Grid Ref

human features of our local area. ✓

Name geographical features in their local area. ✓✓

Use digital maps and satellite images to research the local area. ✓✓

Tuesday 25th May

Physical Features

Human Features

✓

Wednesday 1 November

- I know there are 4 layers of the earth ✓
- I know the names of the layers of the earth ✓
- I can describe some of the features of these layers ✓

we live on the crust

The mantle accounts for 60% of the earth's mass making it the thickest layer of the earth ✓

Layers of Earth's Interior

The outer core is about 30% of the earth's mass. Its temperature ranges from 4400°C to 6100°C which is as hot as the sun.

The inner core is made up of these metals as the outer core is iron and nickel. Instead of liquid, it is a solid.

How a tsunami is created

- Earthquakes moves the ocean floor ✓
- Water is pushed up
- In deep water the wave is little
- In shallow water the wave height increases

Boxing Day Tsunami 2004

✓


so no objects for other people

literally all houses destroyed

help people would need

15th October G

Masai and I Comparison

Similarities	Differences		
<p>Masai people have neighbours and so do we. They learn in school and so do we. Their pudding is honey and we have chocolate ice cream. We have animals and so do Masai. Masai live inside and so do we. Masai have ^{little} families and ^{so do} we.</p> 	<p>Masai people live in huts and we live in houses. They lived around a central pen full of animals all different shapes and sizes. Masai have to walk three miles to get water whilst we just have to walk to our tap.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"> <p>To be able to make a comparison between the life of a Masai and my own life</p> <p>I can use capital letters and full stops correctly</p> <p>I can think of similarities between the two</p> <p>I can think of differences between the two</p> </td> <td style="width: 20%; text-align: center;"> <p>Tick G</p> </td> </tr> </table>		<p>To be able to make a comparison between the life of a Masai and my own life</p> <p>I can use capital letters and full stops correctly</p> <p>I can think of similarities between the two</p> <p>I can think of differences between the two</p>	<p>Tick G</p>
<p>To be able to make a comparison between the life of a Masai and my own life</p> <p>I can use capital letters and full stops correctly</p> <p>I can think of similarities between the two</p> <p>I can think of differences between the two</p>	<p>Tick G</p>		



More Outdoor learning & Fieldwork

LO: To find a simple route to a particular place

- ✓ I know where I am and can discuss places on the map
- ✓ I can draw and follow a simple route
- ✓ I can describe the journey using the symbols

The map shows a school layout with various areas color-coded: a large orange area for 'Rough open land', a green area for 'Thick trees', a grey area for 'Hedge', a blue area for 'Pond', and a brown area for 'Bank line'. A red circle with the number '1' is drawn on the orange area, with a line pointing to the handwritten label 'prayer garden'. A red 'X' is drawn on the map, with a line pointing to the handwritten text 'Put a cross X where you think you are'. The legend on the left lists the symbols: Rough open land (orange square), Thick trees (green square), Hedge (grey line), Single tree (small circle), Bank line (brown line), Pond (blue square), and Ker (red circle with X).

prayer garden

Put a cross X where you think you are.

I saw the research corner and the year sixes playground and the table tennis and the benches and the instrument street.

Areas for development

- To continue monitoring the progression of skills in the correct year group- monitoring/book look.
- Ensure new staff are using the progression of Skills.
- To establish Geography field work.
- Organise Geography week .
- Each class to have dress up day linked to their topic. Eg Greek day.
- To continue to use outside agencies to promote and stimulate learning opportunities.