



Subject Leader Impact



History and Geography Presentation to staff and Governors 2022

Dan Hockaday

History and Geography

“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

- Intent poem - Why?



The most important thing about **History** is understanding the past

We examine, interpret and evaluate

We pose questions

We analyse how and why the world has changed

And we are inspired and learn from those who lived before us

But most important thing about **History** is understanding the past



The most important thing about **Geography** is knowing about our world

We explore

We recognise our rights and responsibilities

We develop a sense of place

We compare

And we develop skills to communicate geographical information in different ways

But the most important thing about **Geography** is knowing about our world

History and Geography

- **Implementation:**
 - Key 'big questions' are used for the teaching of History
 - Global Advocacy is fully embedded within our History curriculum
 - Pupils at AK develop understanding of key historical concepts & chronology

Geography Progression of Skills

	KS1		Year 3	Year 4	KS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics of study	Year A: What's the same? What's different? • Similarities and differences - Bangladesh/AK - Fair/unfair - Poverty and inequalities - Links between local and wider communities Where on earth...? • 7 continents and 5 oceans, plastic pollution - Positive/negative impact of people's actions People's response - Fair/unfair Can you get a cold desert? • Arctic and Sahara - Global warming - Environmental responsibility - Human rights Year B: What's the same? What's different? • Similarities and differences - Non-EU/AK - Fair/unfair - Poverty and inequalities - Links between local and wider communities Where does the Queen live? • Locality of London - characteristics, features, fair trade, landmarks How can we look after our world? - Global warming - Fair/unfair - Human rights - How we respond - Positive/negative impacts	Year A: Where does water come from? • Rivers & water cycle - types of land use, human geography - Fair/unfair - Global warming - Links between local and wider communities Why is Fairtrade important? • Fairtrade fortnight 24th Feb - 8th March - Fair trade - People's responses - Poverty and inequalities % of production proceeds donated to charity Would there be life without rainforests? • Rainforests - habitats, N & S America, UK comparison, structure, zones, equator, tropics, mapping - Global warming - Fair/unfair Year B: How can we get from point A to point B? • Local area study - mapping, purpose, human geography, gog skills, comparisons, maps - Fair/unfair - Global warming - Links between local and wider communities Why is clean water essential? • Dr John Snow • World Water Day - 22nd March How is the UK put together? • Geographical language - counties, cities, towns, villages, UK only, travel brochures	Year A: Why is the Amazon Rainforest important? • Amazon Rainforest - physical and made features, green lungs, long & lat - How impacts people - Environmental responsibilities - fair/unfair - local farmers What happens when the ice caps melt? • Global warming - Local vs wider world - Human impact Where in the world...? • Local & contrasting localities, climate change & food miles - Compare LEDS & MEDC - Poverty & inequality Year B: Global warming & climate zones, floods, what is weather/climate? - How impacts people - Environmental responsibilities - Global impact - comparisons How do different regions in Europe compare? • European regions, Scandinavia, Russia etc. - Refugee crisis - UN rights of a child - Human impact What would you find at 0° E, 51° N? • Geographical language - seas, oceans, rivers, plates, long/lat etc. - water activity - Oxfam			
Local Knowledge	Name, locate and capital cities of the United Kingdom and its surrounding seas.	Name and locate the continents and five oceans.	Locate and name the main countries of Europe. Identify capital cities of Europe.	On a world map, locate environmental regions, and name principal physical and human characteristics.	Locate the main countries and cities of the world.	On a world map locate the main countries and cities of the world.
Place Knowledge	Understand geographical similarities and differences through the study of the human and physical geography of a small area and of a small area in a contrasting non-European country using Barnaby Rudge as a case study.	Understand geographical similarities and differences through the study of the human and physical geography of a small area in the United Kingdom, and of a contrasting non-European country concentrating on islands and sea sides.	Describe a region of the UK with a region in Europe, e.g. local area study.	Understand geographical similarities and differences through the study of a region of the United Kingdom and a region in a European country, and a region within North or South America.	Understand geographical similarities and differences through the study of a region in North or South America with significant differences and similarities. (E.g. Link to Fairtrade campaign in St Lucia case study and community available packs on St Lucia focussing on Geography.) Understand some of the reasons for similarities and differences.	Understand geographical similarities and differences through the study of a region in North or South America with significant differences and similarities. (E.g. Link to Fairtrade campaign in St Lucia case study and community available packs on St Lucia focussing on Geography.) Understand some of the reasons for similarities and differences.
Human & Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom.	Use basic geographical vocabulary to refer to: D key physical features, including: forest, hill, mountain, soil, valley, vegetation. D key human features, including: city, town, village, factory, farm, house, office, post, harbour and shop.	Describe and understand key aspects of: Physical geography including: Rivers and the water cycle, including formation, flow, distribution to volcanoes and earthquakes, linking to Science: rock types.	Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation (rainforest). Types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts. Types of settlements in Viking, Saxon Britain linked to History.	Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts. Distribution of natural resources focussing on energy.
Geographical Skills & Field work	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key features of its surrounding environment.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple map and compass basic symbols in a key direction (North, South, East and West) to build their knowledge of the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols in a simplified OS map. Use simple map and compass to build their knowledge of the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols in a simplified OS map. Use simple map and compass to build their knowledge of the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols in a simplified OS map. Use simple map and compass to build their knowledge of the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid reference with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 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.

History Progression of Skills



	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Topics of Study	Goal: understanding the world All about me: "Big Question" What can I do now that I couldn't do when I was a baby? Based on children's interests: adaptable, individualised content	Year A: "How has our village changed in approximately 100 years?" • Our village over time • Grave pits Who has shaped our world? • Significant individuals • Women's/Human rights • Fair/unfair • People's responses How has the seaside changed? • At the seaside (Victorians) Year B: Why do we celebrate bonfire night? • The gunpowder plot Who has shaped our world? • Significant individuals • Fair/unfair • People's responses Why did Samuel Pepys bury his cheese?	Year A: How did the Romans change life in Britain? • Romans • Poverty and inequalities • % of production proceeds donated to charity How can we prove Ashton Keynes has changed over time? • Local History • Links between local and wider communities • People's responses • Local vs wider world • Human impact" Year B: How did industrialisation and technology shape Britain? • Victorians • Consequences Sutton who? • Saxons & Vikings • Fairness and treatment How did the 20th Century shape the 21st? • 20th Century timeline of cold war • space race • modern Britain • modern issues How did religious beliefs shape ancient Egyptians' lives? • Ancient Egypt	Year A: Why is there an elephant in the Antarctic? • Antarctic explorers (E.S) • Person Study What was the impact of the ancient Greeks on modern civilisation? • Ancient Greeks • Links between local and wider communities Year B: How did industrialisation and technology shape Britain? • Victorians • Consequences Sutton who? • Saxons & Vikings • Fairness and treatment How did the 20th Century shape the 21st? • 20th Century timeline of cold war • space race • modern Britain • modern issues How did religious beliefs shape ancient Egyptians' lives? • Ancient Egypt

relation to places, objects, materials and living things.	and phrases relating to the passing of time. • Where people and events fit within a chronological timeline. • Use a wide vocabulary of historical terms. • Ask and answer questions using historical sources to show understanding of key events. • Use a range of sources to find out about the past and identify different ways in which it is represented.	• Make connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and devise historically valid questions about change, causality, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Develop an understanding of how our knowledge of the past is constructed from a range of sources.	• Make connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and devise historically valid questions about change, causality, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Develop an understanding of how our knowledge of the past is constructed from a range of sources.
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PIE

Provision

To provide 'expert' opportunities for children to research a given area linked to the topic area.

16.09.2021

Dear _____,

Congratulations, you have been selected as one of Class 5's Climate Change 'experts'!

After reading through your Cold Task, I have chosen you to become an 'expert' in the following area: **COP26**. I have chosen you because of your fantastic answer in your Cold Task.

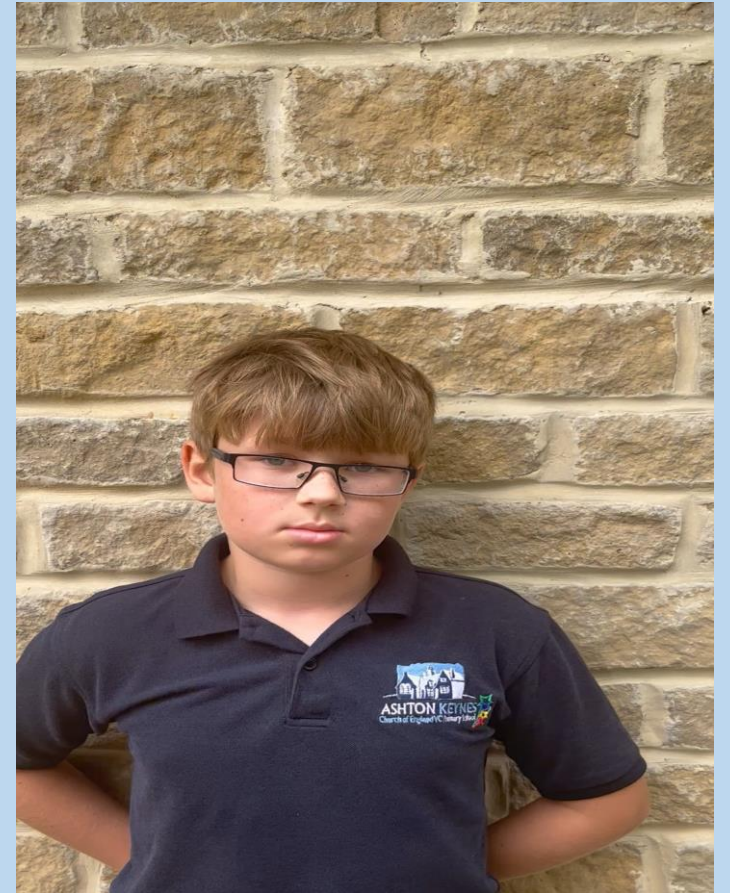
Can you please spend some time researching **COP26** and create a presentation/poster/information sheet about your expert area to present to the class during one of our Geography Lessons.

You have until the 17th December to complete your presentation, so plenty of time! ☺ It is completely up to you how you choose to present your area of expertise, and how long your presentation is. You can focus on one area or a couple of areas. It is entirely your choice! ☺

Please let me know if you are up for the challenge, if you need any help I am always here and if you change your mind that is ok too.

I look forward to learning more about your expert area.

Mr Hockaday ☺

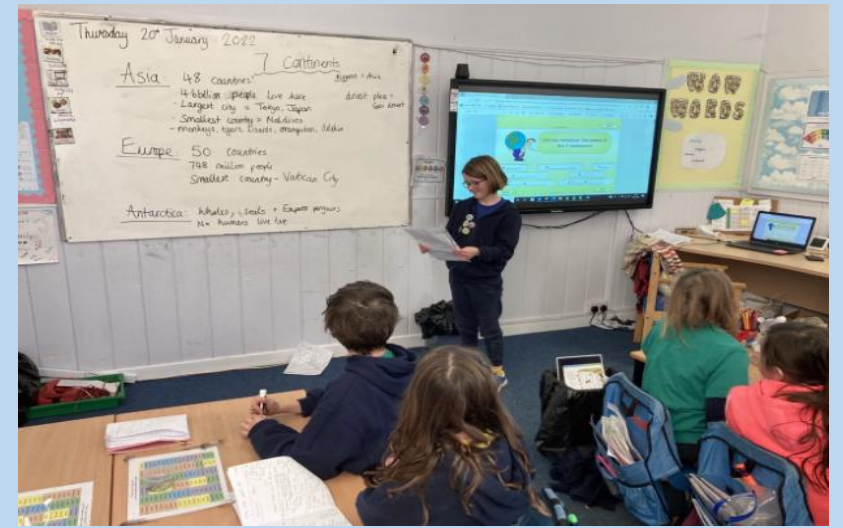




PIE



GLOBAL WARMING



ANTARTICA

SIZE
Antarctica = 14,000,000 sq km
Australia = 7,500,000 sq km
UK = 250,000 sq km

TEMPERATURE
Average = -30°C
Highest = 15°C
Lowest = -89.6°C

SEASONS
Two seasons:
- Winter (6 months)
- Summer (6 months)

TERRAIN
90m higher than Europe's tallest Mountain - Mount Everest

70% Fresh water

90% ICE

BIRDS

PENGUIN

SEALS

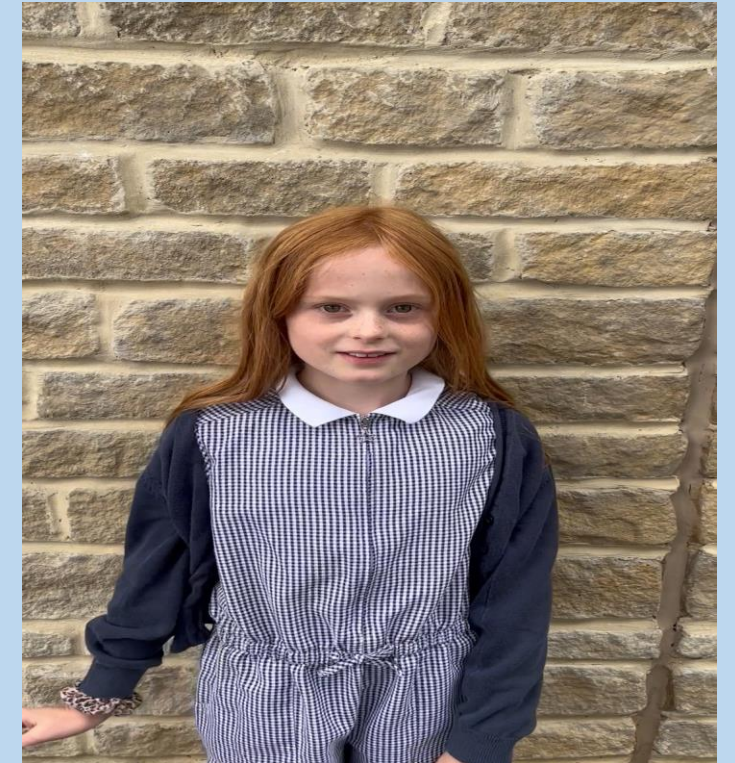
WHALES

KRILL

HUMANS?
No one permanently lives there, but Emilio Marcos Palma was the first documented person born in January 7, 1978 at the continent of Antarctica. But there are no permanent stations scattered across it.



PIE



PIE

Provision

To provide 'expert' opportunities for children to research a given area linked to the topic area.

Through cold tasks, prior knowledge is assessed and children are given expert areas to research.

Impact

Children explore in further depth specific areas of History and Geography.

Children enjoy being labelled as an 'expert'.

Fully inclusive – not just GD children!

Children enjoy researching and teaching their peers.

Budding experts are very keen to impress in Cold tasks!

Evidence

Clearly evident in pupil voice – great attitudes towards 'experts'

Observations from lessons

Class pages on the website

Children's presentations show depth of research, understanding of subject area and specific knowledge

PIE

Provision

Installation of a History timeline, displaying key events from world and local (AK) events.

Impact

Children can visually see order of key periods in History.

Children enjoy spotting things on the timeline.

Easy links can be made to previous learning.

Children have a greater chronological understanding which will only increase in time across both key stages.

Gives a better understanding of world cultures and where they fit within History.

Evidence

Anecdotal evidence – all classes have visited!

Feedback from teachers



PIE

Provision

Use of big questions and cold and hot tasks to assess in Geography and History.

Progressive throughout the school (diagrams/pictures to extended writing opportunities).

Impact

Clear to see progress

Children can refer back to these documents later in the year and refer to them as their own personal knowledge mats to further embed knowledge to their long term memory

Children are proud of how they have grown in knowledge and to share it with others!

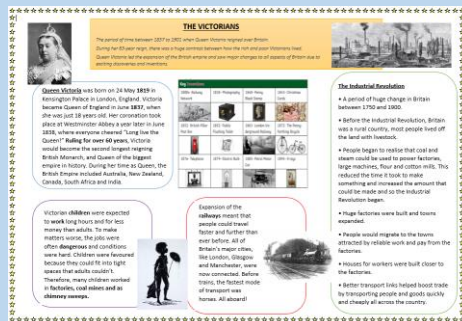
Evidence

In books

Pupil voice



- **Cold task – Big Question**
 - Can be a mind map/drawing for KS1/LKS2
 - Use this to select 'experts' in key areas – select children and set 'special task/challenge' to research and create presentation/poster to share with class on their 'expert' subject. Can link these to lesson objectives and use as starter activities.
- **Glossary Lesson** (sets expectation for topic vocabulary and lists non-negotiable spellings) in same lesson as Cold Task
 - KS1 – 5 non-negotiable spellings (these can be on the Knowledge Mat and not a separate lesson)
 - Pictures & words to highlight spellings
 - Match definitions and pictures
 - Write definitions/draw pictures
- **Knowledge Mat**
 - Teacher creates for each topic. Can be a poster/fact file with 5-6 key facts children expected to know by the end of the unit
 - KS1 – could be a picture of a character/key figure from unit with speech bubbles and key words/facts
 - Highlights key information/facts. Discuss with class and children stick in their books
- **Series of lessons** covering all areas of Knowledge Mat – use experts to present specialist areas
- **Hot tasks:**
 - Hot assessment – Big Question (KS1 can add to cold mind map in pink pen/draw a picture/write a sentence, LKS2 answer question and draw pictures, UKS2 PEE paragraph, reasoning, explanation, links to expert lessons)
 - 'Big Quiz' linked PEE facts from Knowledge Mat



PIE

Provision

Use of big questions and cold and hot tasks to assess in Geography and History.

Progressive throughout the school (diagrams/pictures to extended writing opportunities).

Impact

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Evidence

In books

Pupil voice

1. Some countries in Europe are: England, France, Germany, Switzerland, Spain, Italy and maybe Scandinavia. Scotland and Wales are some more. I think those are the ones I know. And Holland/ the Netherlands.

2. It is not entirely sure but I think Scandinavia is in Europe and the S. West. The Biscas are three of the countries that make up Scandinavia. I know that I don't know any more countries that Scandinavia is made of. Other things I know is: The Vikings lived in Scandinavia.

3. A biome is the environment around the sea world. There are many different types of biomes although most countries have the same biome. Some biomes are the Savanna, ... dark oak forest, a normal oak forest, a spruce forest, a conifer forest, green lakes and rocky landscapes. There is also one which I think is called a tundra biome and a coral reef.

4. I think geographical features are physical things on the planet. I think that's all I know.

5. I think physical human features are things that are caused humans or that's all I know.

1) What countries are in Europe?
There are 44 countries in Europe. Some are called England and France. Some countries are called England, France, Poland, Ukraine, Belarus, Romania and Italy. Some capital cities in the UK are London, Cardiff, Edinburgh and Belfast. Some other countries in Europe include: Spain, Sweden, Norway, Finland, Iceland, Russia, Ireland, Switzerland, Greece, and Belgium, Portugal and Denmark.

2) Where is Scandinavia? What countries is it made up of? What else do you know about Scandinavia?
Scandinavia is made up of 3 countries: Norway, Sweden and Denmark. The most popular place in Scandinavia to live in is Denmark. It has a very low birth rate. It is mostly made up of green fields, rocky beaches, rivers and lakes. Norway, though, is mostly mountains and only they live in the best populated countries in the world. Scandinavia, Norway, has a mountain glacier, lakes and forests. People are not normally good in weather. Sweden: the land is not lower. Sweden only has some mountains but it's mostly full of lakes. Sandy beaches, mountains and forests are common in Sweden.

3) What is a biome?
A biome is an environment with a climate, animals and plants. There are many biomes including: Tundra, Tropical Rainforest, Deciduous Forest, Desert, Savanna, Rainforest and alpine.

4) What are physical geographical features?
Physical geographical features are things that nature creates such as: forests, lakes, islands, mountains, hills, glaciers, hills, forests and mountains.

Wednesday 3rd November
LO-To create a fireworks and Bonfire Night Safety poster

I can create a safety poster with 2 things you must/must not do on Bonfire Night.	I can create a safety poster with 3 things you must/must not do on Bonfire Night.	I can create a safety poster with 4 things you must/must not do on Bonfire Night.
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Wow: Do you like Bonfire Night?

History Cold Assessment
Question: Why do we celebrate bonfire night?

When is bonfire night? 1 November	?
How do we celebrate it? firework night	?
What else is it called? fireworks	?
Why do we have bonfire night? fields	?
Can you list any names linked to bonfire night in history? Guy Fawkes	?
Can you think of any places linked to bonfire night in history? fields I have my party at.	?
Remember, remember poem... Remember, remember, the 5th of November The Gunpowder Treason and plot; I see no reason why Gunpowder Treason Should ever be forgot.	???
What do you think the poem means? What do you think treason means?	???

Hot Assessment
n: Why do we celebrate bonfire night?

When is bonfire night? we celebrate it?	Remember the 5th
What else is it called?	fireworks fireworks
Why do we have bonfire night?	gunpowder plot
Can you list any names linked to bonfire night in history? Can you think of any places linked to bonfire night in history?	Fail the Plotters Guy Fawkes Guy Fawkes
Remember, remember poem... Remember, remember, the 5th of November The Gunpowder Treason and plot; I see no reason why Gunpowder Treason Should ever be forgot.	Houses of Parliament houses of Parliament
What do you think the poem means? What do you think treason means?	to remember that trickling to blow up rail.

Super understanding and knowledge about.



What do children at AK say about History and Geography?



"I liked learned about Scandinavia in Geography because we learnt about different biomes and what each one is like." Y5 boy

"I liked learning about map symbols and drawing my own map. I also liked learning about the United Kingdom." Y3 girl

The most important thing about **Geography** is knowing about our world

"I like History because I feel like I am in the past." Y3 boy



"History is fun because you learn things that happened centuries ago. My favourite thing we have done in History is when I was an expert and I learnt how the world was." Y6 girl

We are inspired and learn from those who lived before us

"I like Geography because you learn about the world and different countries." Y3 girl

We compare

The most important thing about **History** is understanding the past

"I love History because you can learn about the past. I liked learning about the Vikings and the Anglo Saxons this year." Y5 SEND boy

Photos/scanned examples - History

Wednesday 3rd November
 LO: To create a fireworks and Bonfire Night Safety poster
 I can create a safety poster with 2 things you must/must not do on Bonfire Night.
 I can create a safety poster with 3 things you must/must not do on Bonfire Night.
 I can create a safety poster with 4 things you must/must not do on Bonfire Night.
 How do you like Bonfire Night?

History Quiz Assessment
 Question: Why do we celebrate bonfire night?
 When is bonfire night? 5th November
 How do we celebrate it? fireworks, bonfire
 What else is it called? fireworks night, 5th November, fields
 Why do we have bonfire night?
 Can you list any names linked to bonfire night in history?
 Can you think of any places linked to bonfire night in history?
 Remember, remember poem...
 Remember, remember, the 5th of November, The Gunpowder Treason and plot, I see no reason why Gunpowder Treason Should ever be forgot.
 What do you think the poem means?
 What do you think treason means?

Hot Assessment
 n: Why do we celebrate bonfire night?
 o bonfire night? November the 5th
 o we celebrate it? fireworks, fireworks
 at else is it called? Gunpowder Plot
 Why do we have bonfire night? Fall the leaves, Guy Fawkes, Guy Fawkes
 Can you list any names linked to bonfire night in history? Houses of Parliament, Houses of Parliament
 Can you think of any places linked to bonfire night in history?
 Remember, remember poem...
 Remember, remember, the 5th of November, The Gunpowder Treason and plot, I see no reason why Gunpowder Treason Should ever be forgot.
 What do you think the poem means?
 What do you think treason means?
 Super understanding and knowledge olvia

Friday 27th May
 LO: To celebrate the Queen's platinum jubilee by considering the key events in the 70 year reign of Queen Elizabeth II
 I can create a timeline showing the key events during the past 70 years linked to the Queen.
 I can create a timeline showing the key events during the past 70 years linked to the Queen.
 I can create a timeline showing the key events during the past 70 years linked to the Queen.
 I can pick out the 5 most important things that have happened during the Queen's reign so far. I can justify my view in detail and give examples to support.
 I can rank my 5 things in order from most important to least important.

Queen's coronation 1953
 Her 20th birth 1960
 Prince Edward is born 1964
 Prince William is born 1982
 Princess Anne is born 1950
 Her 70th birth 2019
 Prince Philip dies age 99 2021
 Prince Charles is born 1948
 Prince George is born 2013
 Prince Louis is born 2018
 Prince Archie is born 2019
 Prince Lilibet is born 2021
 Prince William is 40 2002
 Prince Charles is 71 2019
 Prince Philip is 99 2021
 Prince George is 10 2021
 Prince Louis is 5 2021
 Prince Archie is 2 2021
 Prince Lilibet is 1 2021

I think one of the most important things in Queen's life is when she got married to Prince Philip. It was a very special day for her and they were all equal and she was the first woman to get married to a king. I think this is important because if you have a job and you are not a king or queen, you can work for your country.

On the 6th February 1952 Her Majesty Queen Elizabeth II ascended to the throne at 25 years old. She celebrated the Queen's reign as she is the longest reigning monarch in the UK. As we celebrate her platinum jubilee, 70 years, she is the queen of 53 countries still.

Why we celebrate the Platinum Jubilee?
 It is the first British monarch to accomplish this. Throughout her reign, she has seen various celebrations, events, and outdoor ceremonies held in the UK. Not many monarchs have seen their Platinum Jubilee.

Events
 Due to the Queen's jubilee, an extended bank holiday from the 2nd to 5th June 2022. During the celebration, local communities can join together at street parties, barbecues or attend organised events. On the second of June a platinum jubilee celebration will celebrate Her Majesty's Queen birthday as well this parade - including the colour parade - including 1400 soldiers, 200 horses and 400 musicians. All together this parade will march down the Mall and into St Pauls Cathedral of Westminster.

Also, it has been well-established tradition to light beacons across the UK to mark the special occasion all across the UK. On Friday 3rd June, there will be a service at St Pauls Cathedral of Westminster.

Task: Where the Anglo-Saxon peoples came from and why they came to Britain. Friday 21st January 2023
 I know that the Anglo-Saxons invaded and settled England at the end of Roman rule and created the first English kingdom. I know that they came from areas in modern Netherlands, Germany and Denmark.

1* support
 I can colour in and label the Anglo-Saxon Kingdoms.
 I can sort cards and stick them into push and pull reasons for the Anglo-Saxon invasions.

1* I can write an information text about the Anglo-Saxons.
 I can write paragraphs about the Anglo-Saxon peoples came from and the modern countries they are now.
 The push reasons they came to the UK.
 The pull reasons they came to the UK.
 I can make sure I have marked out the Anglo-Saxon kingdoms on a map.

2** I can write an information text about the Anglo-Saxons.
 I can write paragraphs about the Anglo-Saxon peoples came from and the modern countries they are now.
 The push reasons they came to the UK.
 The pull reasons they came to the UK.
 I can make sure I have marked out the Anglo-Saxon kingdoms on a map.

3*** I can write paragraphs about the Anglo-Saxon period war.
 Where the Anglo-Saxon peoples came from and the modern countries they are now.
 The push reasons they came to the UK.
 The pull reasons they came to the UK.
 I can use relative embedded clauses and complex sentences.
 I can make sure I have marked out the Anglo-Saxon kingdoms on a map.

4 I can write paragraphs about the Anglo-Saxon period war.
 Where the Anglo-Saxon peoples came from and the modern countries they are now.
 The push reasons they came to the UK.
 The pull reasons they came to the UK.
 I can use relative embedded clauses and complex sentences.
 I can make sure I have marked out the Anglo-Saxon kingdoms on a map.

Where did they come from?
 The Angles, Saxons and Jutes came from different areas but they all landed in England. They came from the Netherlands, Germany and Denmark. When they arrived, they separated yet again. The Angles went up high near Ederborough, the Saxons to East Anglia and the Jutes to Wessex.

Why did they invade?
 The Jutes were warriors, who were the Anglo-Saxons, moved across the North Sea in wooden boats to England and forced people to flee their homes. The reason for this invasion, however, was because they needed more land for farming and because things weren't quite right in their own countries.

How did it end?
 The Anglo-Saxon time period ended in 1066 during the Battle of Hastings. They were attacked by the Duke of Normandy (William) and his Viking tribes. The fight lasted only one day; this was because Harold - the Anglo-Saxon king at the time - was shot in the eye and killed from almost instantly. So the Vikings claimed their victory after day 1.

* Introduction
 This non-chronological report will explain all about the Anglo-Saxons and how they invaded Britain.

410 AD Roman Rule in Britain ends.
 476 AD Angles and Saxons invade.
 633 AD Lindisfarne monastery built.
 793 AD Vikings raid on Lindisfarne.
 867-878 AD Series of big Viking victories. (Vikings!!)
 886 AD Vikings and Alfred the Great.
 891 AD King Alfred Dies.
 927 AD King Athelstan unites the Kingdoms of Wessex and Mercia.

Queen Elizabeth
 Round One
 1. a 1982 ✓
 2. b 12 ✓
 3. 9898 ✓
 4. b 50,000 ✓
 5. a QV ✓
 6. 70 ✓
 7. c 7 ✓
 8. a e (Commonwealth) ✓
 9. b 53 ✓
 10. Diamond Jubilee ✓
 11. a 20 million ✓
 12. b 3 inch ✓
 13. a 9,000,000 ✓ 11 ✓ 8 ✓

Round Two
 1. c 1982 ✓
 2. b 12 ✓
 3. a 9898 ✓
 4. b 50,000 ✓
 5. a QV ✓
 6. 70 ✓
 7. c 7 ✓
 8. a e (Commonwealth) ✓
 9. b 53 ✓
 10. Diamond Jubilee ✓
 11. a 20 million ✓
 12. b 3 inch ✓
 13. a 9,000,000 ✓ 11 ✓ 8 ✓

Round Three
 1. b Ederborough ✓
 2. a 93 ✓
 3. King + England ✓
 4. Anna Margaret ✓

Round Four
 1. a 1982 ✓
 2. b 12 ✓
 3. a 9898 ✓
 4. b 50,000 ✓
 5. a QV ✓
 6. 70 ✓
 7. c 7 ✓
 8. a e (Commonwealth) ✓
 9. b 53 ✓
 10. Diamond Jubilee ✓
 11. a 20 million ✓
 12. b 3 inch ✓
 13. a 9,000,000 ✓ 11 ✓ 8 ✓

Team
 PLATINUM JUBILEE CELEBRATION
 27 / 40
 13/11/22

Photos/scanned examples - History

Monday 23rd January
 L.O. To understand what people were like in Anglo-Saxon times, inferring from sources.
 I have what a primary and a secondary source are. I can talk about the features of secondary sources.

I can set the picture into primary and secondary sources. I can say what a primary source and a secondary source are.

I can draw a picture of an Anglo-Saxon house. I can say how it is similar and different to our houses. With 2-3 sentences and give a question about Anglo-Saxon times using what you learned about their activities.

Like the ancient sites. These houses were made of wood. I can draw an Anglo-Saxon house and describe it with its building materials. I can also create a map of Anglo-Saxon settlement showing what it might contain and describe it. I can think carefully about how I have presented my settlement.

I can write a paragraph explaining similarities and differences between our houses and those of the Anglo-Saxons. I can talk about how Anglo-Saxon settlements would have looked over time looking at its work in my textbook.

Task: Create a paragraph explaining similarities and differences between our houses and those of the Anglo-Saxons.

Task: Create two questions to ask archaeologists about Anglo-Saxon settlements.

Primary sources are evidence that was created at the time of the event. Secondary sources are after the time that it happened. For example, look at a map that was created at the time or a letter. Archaeologists can be primary. Secondary could be taking notes or in a book.

Roofs made out of long wooden beams
 Thick walls
 Wooden doors
 Wooden beams to hold house up

Anglo-Saxon houses are different to ours in many ways. Anglo-Saxons have a fire in their houses (an open fire) when we use a gas or electric fire but not a fire that was open. Our roofs are made out of tiles as Anglo-Saxons would have had straw or long grass. Some Anglo-Saxons had stags for their homes just like us. But Anglo-Saxons have a lot of stags in their homes to put their food. We have lots of different but Anglo-Saxons didn't. Anglo-Saxons settlements would have changed over time. When I did my story, was built out of stone, people thought they would use for their homes.

W.O.H:

1. What's the best Anglo-Saxon Settlement you have ever seen?
2. Have you ever discovered an Anglo-Saxon, nearly complete house?

Excellent, lovely. Great understanding. Good.

Wednesday 3rd November 2021
 L.O. To consider the key question 'How did humans survive the stone age?'

Cold Task

1. When/What was the stone age?
2. How did humans survive the stone age?

With a partner, I can match the key vocabulary to the definitions.

I can write the vocabulary for each of the definitions.

I can compare three different aspects of life from today to how it was in the Stone Age.

I can write the vocabulary for each of the definitions.

I can compare three different aspects of life from today to how it was in the Stone Age.

Cold task

When/what was the stone age?
 The stone age happened a long long time ago.
 People couldn't speak the way that we can speak now and they had a different language.
 People survived by keeping warm and also not too hot. They also had to find their own food so not just pop to the supermarket and get something.
 They sometimes they might not even get food. They made weapons and tools out of stone.

shelter - A house where Stone Age people would have lived.

B.C. - Before Christ. The date 250BC means 250 years before Christ was born.

tribe - Groups of people who live together.

hunter-gatherers - People who mainly live by hunting, fishing and gathering.

Civilization - When people live in a large society with a shared culture and rules.

Archaeologists - People who discover our history by looking at artefacts that have been found.

Neolithic - The later part of the Stone Age and following the Palaeolithic.

Friday 19th November
 L.O: What happened after the failed gunpowder plot?
 Task: Create a wanted poster for Robert Catesby

Use the template to create a wanted poster for Robert Catesby

Create a wanted poster for Catesby include names and why

In addition to 2** Use emotive language - use of knowledge of language (murderous plot, treasonous plot)

Guy Fawkes, Robert Catesby, King James, Houses of Parliament, Catholics, reward

WANTED

Robert Catesby

Gunpowder

Crime

Tried to blow up the house of parliament to kill King James!!! if found bring to King and he's going to punish badly.

A Super Poster Leo

Use the template to create a wanted poster for Robert Catesby

Create a wanted poster for Catesby include names and why

In addition to 2** Use emotive language - use of knowledge of language (murderous plot, treasonous plot)

Guy Fawkes, Robert Catesby, King James, Houses of Parliament, Catholics, reward

WANTED!

Robert Catesby

Gunpowder

Crime

Robert Catesby is a treacherous evil catholic who had lots of soldiers and even some of them didn't agree with him! All his soldiers have been executed except him he hid and ran off! He is a murderer who tried to kill King James with 35 barrels with him he tried to blow up parliament with him.

super poster Leo

as they are here looking for him

Photos/scanned examples - Geography

1. know what the physical features of Scandinavia are

I can say what a physical feature is and what a human feature is.

I can stick in the maps of Norway, Sweden and Denmark. I can draw some of the physical features of each country next to the map.

I can write a paragraph explaining:

- How Denmark and Norway are different
- How Denmark and Norway are similar
- How the ice age formed Norway and its physical features

I can use parentheses and a semi colon in my writing.

I can write a sentence using the Denmark and Norway are different.

Use this technical language in your writing: glacier, fjord, peak, ice age, cliffs, rivers, lakes, streams, islands and moraine.



1) What countries are in Europe?

There are 44 countries in Europe. Some are: Great Britain, France, Germany, Poland, Ukraine, Belarus, Romania, and Italy. Some capital cities in the UK are London, Cardiff, Edinburgh, Belfast. Some other countries in Europe include: Spain, Sweden, Norway, Finland, Iceland, Russia, Ireland, Switzerland, Greece, Portugal, and Denmark.

2) Where is Scandinavia? What countries is it made up of? What else do you know about Scandinavia?

Scandinavia is made up of 3 countries: Norway, Sweden, and Denmark. The most popular place in Scandinavia to live in is Denmark; it has extremely low levels of pollution and is mostly made up of green fields, sandy beaches, rivers and lakes. Norway, though, is extremely mountainous and very big. It is the least populated country in the world. Sweden is the most populated country in Scandinavia. Norway has mountains, glaciers, beaches and fjords. People are not commonly found in northern Sweden; the land is much lower. Sweden only has some mountains but it's mostly full of hills. Sandy beaches, mountains and forests are common in Sweden.

3) What is a biome?

A biome is an environment with a climate, animals and plants. There are many biomes including: Tundra, Taiga, Grasslands, Deciduous Forests, Desert, Savanna, Rainforests, and alpine.

4) What are physical geographical features?

Physical geographical features are things that nature creates such as: forests, beaches, islands, mountains, lakes, glaciers, hills, forests and mountains.

To recognise settlement patterns and human features in Scandinavia. To know that Scandinavia is rich in natural resources. I can explain why settlements are where they are. I can use maps to pull out facts. Tuesday 14th June 2022

1* Support

With Miss Thomas, I can fill in the sheet.

I can colour in a map of Scandinavia showing different population densities.

1*

I can fill in the sheet independently.

I can colour in a map of Scandinavia showing different population densities.

2**

I can write a paragraph where I compare the population density of Scandinavia to the rest of Europe making references to certain countries.

I can write a paragraph explaining where we find people living in Scandinavia and why they live in these areas and why they don't live in others.

3***

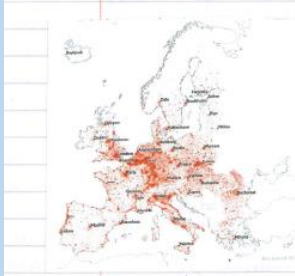
I can explain what each map is showing.

I can write a paragraph where I compare the population density of Scandinavia to the rest of Europe making references to certain countries.

I can write a paragraph explaining where we find people living in Scandinavia and why they live in these areas and why they don't live in others. I can refer to facts and figures from the maps in all of these paragraphs.



This map shows the density of people in Europe. It shows the density of people in each country. Germany, Austria, France and the rest of central Europe. The red area represents 1 person per square km.

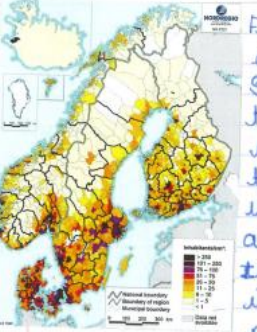


Although similar to map A, this map represents the areas with more than 250 people per square km; you can see that it is far sparser than map A and there aren't as many areas with more than 250 people. Still, England and Germany are still fairly dense.

Scandinavia's population is smaller than many other countries because of the mountainous landscape. It is hard to grow crops and build things as the ground is rock. It is largely uninhabitable compared to Germany or Amsterdam because these places are flat and aren't mountainous.



In this map it shows the landscape of Scandinavia. The dark green means mountains and lighter green means flat. Denmark is extremely flat whereas Norway is very mountainous. Sweden is in between.



Finally, this map represents the amount of people found in Scandinavia. Black is more than 250 people and lighter colors are less people. Due to the landscape in Norway, there isn't a huge population because and people only live on the edges. It is flatter there and the mountains in the centre mean that very little people live there. This is similar in Sweden. Despite this, Denmark is packed full of people because of its flat landscape.

Well explained. I do!


Photos/scanned examples - Geography

Thursday 28th April
 LO: Key Question - How can we look after our world? **John 10:18**
 Draw or write about ways we can look after the world.
 Draw or write about ways our world can be damaged.

To look after the world we should pick up rubbish ✓
 To look after the world we all should think that doing are world we should not trigh to damage are world we sho trigh to not damage are me ✓
 You'll be able to add lots more to this ✓

Tuesday 3rd May
 LO: To understand how deforestation effects our world

I can tell you why rainforests/trees are important. I can tell you one problem caused by deforestation	I can tell you what deforestation means. I can tell you one reason rainforests/trees are important to our world. I can tell you one problem caused by deforestation.	I can tell you what deforestation means. I can tell you two reasons rainforests/trees are important to our world. I can tell you one problem caused by deforestation. I can give one way we can help.
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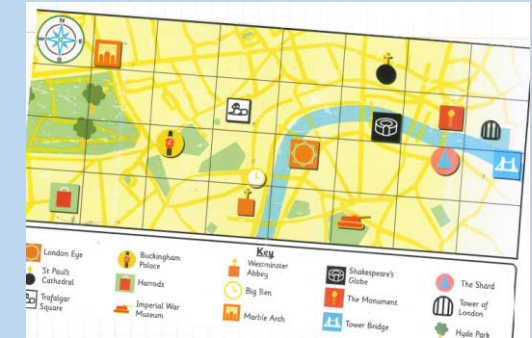
rainforests are important because it is helping lots of animals in it. ✓
 Problem caused by cutting down trees is seeing that the animals are losing their home. ✓
 Deforestation is cutting down trees to use the land. Excellent reasons to look after rainforests. ✓


Thursday 10th February
 LO: Use compass directions

1* Use Map A Using the direction cards, describe whether to travel north, south, east or west	2* Use Map B (key for places) Using the direction cards, describe how many squares to travel and in which direction	3* Use Map C (key and greater number of landmarks) Using the direction cards, describe how to get from one place to another - include the number of squares to travel and the direction to take
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Buckingham Palace, Houses of Parliament, Big Ben, London Eye, Tower Bridge, Tower of London, The Shard

How can you get from Buckingham Palace to the London Eye? 2 squares East ✓	How can you get from The Monument to Big Ben? 3 squares West 1 square South ✓
How can you get from the Imperial War Museum to St Paul's Cathedral? 3 squares West ✓	How can you get from Harrods to Trafalgar Square? 3 squares East 2 squares North ✓
How can you get from Marble Arch to Big Ben? 2 squares East 2 squares South ✓	How can you get from Tower Bridge to Shakespeare's Globe? Great work ☺




Wednesday 22nd June 2022
 LO: To identify the processes in the water cycle

Sort the events on the board in to two lists - evaporation and condensation. Fill in the blanks of the water cycle using the word bank. Write a sentence to explain each step of the process.	Write a brief definition of evaporation and condensation. Sort the events on the board in to two lists - evaporation and condensation. Fill in the blanks of the water cycle. Write a paragraph explaining what happens within the water cycle.	Write a brief definition of evaporation and condensation. Sort the events on the board in to two lists - evaporation and condensation. Think of any other events you could add to either list. Add labels and arrows to the diagram of the water cycle. Write a short diary, as though you were a water droplet, explaining the journey you have been on.
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1st January
 Geography cold assessment
 Where does the Queen live?

1* Name the city the Queen lives in. Draw pictures and label famous landmarks in this city. Write sentences sharing any knowledge you have of this place.	2* Name the city the Queen lives in and the name of her home. Write sentences about this city sharing any knowledge you have of it. Draw a picture of a famous landmark / landmarks	3* Write all about the city the Queen lives in. Tell me as much about this places as you can. Draw a postcard design showing landmarks of this city
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Things to think about:
 • Population (how many people you think live here)
 • Ways to travel around this city (transport)
 • Types of buildings you might see
 • Places people might visit

The Queen lives in London. I think they are 1300 people live in London. I think the Queen lives in a car. I think her home is called Buckingham Palace. Her home is called Buckingham Palace ✓


Friday 4th March
 LO: London hot assessment
 Task: Show what you know about London!

1* You can include pictures as well as words	2* Sentences showing what you know about London	3* Detailed paragraphs about London
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Landmarks
 same things
 River Thames
 Buckingham Palace
 Big Ben
 How Big is the Big Ben?
 96m
 travel
 Plane
 boat
 TAXI
 tube
 BUS
 is the slug is up
 it means the queen is home ✓
 London is the Big Ben Building
 Did you know?
 that London is the capital city.
 5th of November was tied to Blow up the Gunpowder Plot on the 5th of November ✓

One day I was minding my own business watching the fish go by when suddenly I started feeling really floaty and my hair started going above the surface of the water. I felt like I was being gliding up without me we being able to stop myself. I could see that R.Popey and E.Li were having the same problem. Then suddenly I started feeling heavy again. But before I could get my bearings it was gliding up to the other side of the world it took like a week but then it started galling that's all I know because next thing I was nooking along past a jungle then desert. I saw loads of weird creatures along the way and then after what felt like a year I was back at sea with my friends and all the fish. ✓fantastic!

Final reflection - next steps



- Track 'experts' in History and Geography – ensure all children have the opportunity to be an expert during time at AK
- Continue to use assessment systems for History and Geography through cold and hot tasks
- 'Focus 5' to embed key knowledge to long term memory progressively across the school
- Continue to use the timeline to support teaching of History
- Whole school event to celebrate History/Geography e.g. Earth Day
- Use of field trips within Geography – Ofsted training