



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT
HUMANITIES

Together **Everyone Achieves More**

INTENT (HISTORY)



Children are taught a range of historical knowledge and skills through a variety of activities. These skills are met throughout their school years and develop according to the children's ability. They encourage expansion of the children's knowledge and understanding of time and events in the past, as well as patterns and processes and the effect of historical events on our lives today

How to communicate using appropriate vocabulary

FS2 children look at the lives of people who are familiar to them; remember and talk about significant events in their own experiences; recognise and describe special times or events for family or friends and look closely at similarities, differences, patterns and change.

In KS1, the children are taught to use appropriate historical vocabulary to communicate, including: dates; time period; era; change; and chronology.

At KS2 level, children build on their learning from KS1 and are also taught to use appropriate historical vocabulary to communicate the following: continuity; century; decade; and legacy.

Across the whole school, pupils use writing, maths and computing skills in order to communicate information about the past, as well using original ways to present information and ideas.

About Corsham and their local area

At Foundation level and KS1, the pupils study people and places in their own locality. This includes going on school trips to local places or walks around the local area, in order for the children to get a first-hand experience.

Whilst at Key Stage 2, the pupils build on these skills of historical enquiry, through a local history study, which again is facilitated by local trips and walks.

Through experiences inside and beyond the classroom

Across the whole school, the pupils are taught using range of resources and sources, to give them varied experiences of history. This includes having people into school to talk about the past, whether this be a historian or a grandparent. In addition, as stated above, the pupils have the opportunity to go on history-related field trips, in order to extend their learning beyond the classroom.

New knowledge and understanding appropriate to their age

Foundation Stage pupils learn through 'understanding the world' and this is directly linked to their own experiences of the past.

In KS1, the children learn about what Corsham was like in the past, in living memory and as far back as 1066; explorers and their exploits; how the Romans influenced our local area [Bath]; lives of significant individuals; and the Ancient Egyptians.

At KS2 level, the children study how our local area has changed since 1066, as well as how it was influenced by the World Wars; the Romans; the Mayans; the Greeks; and the Sumerians.

How to keep themselves safe

When using the internet to access historical resources, children are encouraged to search safely and use child friendly sites such as Swiggle. During lessons, children have access to a wide range of resources to support their learning and are taught to respect these.

INTENT (GEOGRAPHY)



Children are taught a range of skills through a variety of activities. These skills are met throughout their school years and develop according to the children's ability. They encourage expansion of the children's knowledge and understanding of places, patterns and processes, environmental change and sustainable development.

How to communicate using appropriate vocabulary

In Foundation Stage, the children undertake a wide range of activities, which help them to develop their communication and understanding of the world around them. In KS1, the children are encouraged to use basic geographical vocabulary to refer to and describe key physical and human features of locations. The children in KS2 learn to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

About Corsham and their local area

At Foundation Stage level, this includes observing and asking questions about aspects of their familiar world, such as the place where they live or the natural world. In KS1, pupils investigate their local area, finding out about the environment and the people who live there. KS2 pupils continue to develop their enquiry skills, investigating a variety of people, places and environments across the UK and abroad. Both Key Stages carry out geographical enquiry inside and outside the classroom and this is often linked to visits in the neighbourhood.

Through experiences inside and beyond the classroom

FS2 children are encouraged to talk about some of the things they have observed, such as plants, animals, natural and found objects. Fieldwork and observational skills are also developed for all pupils, through local field work trips and beyond.

New knowledge and understanding appropriate to their age

FS2 pupils are taught to talk about why things happen, as well developing an understanding of changes over time. In KS1, the children also begin to learn about the wider world, through exciting and enjoyable activities, such as looking at maps, atlases, globes and online resources. They use these to investigate the countries and capitals of the United Kingdom, the world's continents and oceans and explore weather and climate in the United Kingdom, as well as around the world. KS2 pupils need to locate the world's countries, with a focus on Europe, North and South America and countries of particular interest to pupils. They are taught how to identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. They learn how to locate and understand the significance of the geographic zones of the world, as well as understanding geographical similarities and differences through the study of human and physical geography of a region or area within the United Kingdom, a European country and North or South America.

How to keep themselves safe

When using the internet to access geographical resources, the children are encouraged to search safely and use child friendly sites such as Swiggle. During lessons, the pupils have access to a wide range of resources to support their learning and are taught to respect online resources.

IMPLEMENTATION



- ▶ *We have a two year rolling programme at Corsham Regis.*
- ▶ *In Year A we teach History in Terms 1, 4 and 5 and Geography in Term 4.*
- ▶ *In Year B we teach History in Term 1 and Geography in Terms 4 and 5.*



Class		Year A					
Autumn Term 1 History and Art		Autumn Term 2 Science	Spring Term 3 Arts – including Music/DT	Spring Term 4 Geography and History	Summer Term 5 Science	Summer Term 6 History and DT	
Week one Wellbeing/ transition key skills in core subjects	Fox	RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2), Explorify Science and Harvest celebrations	Everyday materials <i>What superpower is needed to change a material?</i>	Local area – skills and fieldwork <i>Where am I?</i>	Animals, including humans <i>What do we need to live and grow?</i>	Events beyond living memory – significant nationally/globally <i>What happened before I was born?</i>	
	Dickens		Everyday materials <i>What material is best for a boat?</i>	Local area – skills and fieldwork <i>Where do I live?</i>	Animals, including humans <i>What different animals are there in the world and what do they need to survive?</i>		
	Mason		Rocks, solids, liquids and gases <i>What is our earth made of?</i>	Local area – skills and fieldwork /Local history – significant in the locality since 1066 <i>What was Corsham like in WW1 and WW2 compared to now?</i>	<i>Electricity</i>		Romans Local area – skills and fieldwork <i>What did the Romans leave behind in Bath?</i>
	Millward		States of matter & solids, liquids and gases <i>What am I?</i>	Local area – skills and fieldwork /Local history – significant in the locality since 1066 <i>Where is Bath and how has it changed since 1066?</i>	<i>Electricity</i>		Romans <i>Who were the Romans?</i>
	Turner		Properties and materials <i>What are the properties of materials and what changes them?</i>	Local area – skills and fieldwork /Local history – significant in the locality since 1066 <i>What events have shaped Corsham's history since 1066 until now?</i>	<i>Electricity</i>		A non-European society <i>Who were the Mayans?</i>
		RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ language (KS2), Explorify Science and Christmas celebrations					
			RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2) and Explorify Science				
				RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2), Explorify Science and Easter celebrations			
					RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2) and Explorify Science		
						RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2) and Explorify Science	

Class		Year B										
Autumn Term 1 History and DT		Autumn Term 2 Science and DT		Spring Term 3 Art and Music		Spring Term 4 Geography		Summer Term 5 Science		Summer Term 6 Geography and DT		
FS2 & Yr1	Week one Wellbeing/ transition key skills in core subjects	Life of a significant individual <i>What makes me special?</i>	RE one day per class, plus one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2), Explorify Science (20 mins per wk) and Harvest	Everyday materials <i>What can a boat be made out of?</i>	RE one day per class, plus one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2), Explorify Science (20 mins per wk) and Christmas	Take One Picture <i>Monet</i>	RE one day per class, plus one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2) and Explorify Science	Human and physical geography <i>How are places different?</i>	RE one day per class, plus one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2), Explorify Science (20 mins per wk) and Easter	Living Things and their habitats Plants <i>How do you make your garden grow?</i>	RE one day per class, plus one lesson per half Term CSE and SRE lessons where appropriate PE/Computing/ Learn 4 life/ languages (KS2) and Explorify Science (20 mins per wk)	Locational knowledge <i>Where shall we go?</i>
Yr1 & Yr2		Life of a significant individual <i>Who was...and why are they famous/important?</i>		Everyday materials <i>What can you make out of different materials?</i>		Take One Picture <i>Van Gogh</i>		Human and physical geography <i>Where are the hottest places on Earth and what is life like there?</i>		Living Things and their habitats Plants <i>What do plants need to grow?</i>		Locational knowledge <i>How do you get around without technology?</i>
Yr2 & Yr3		Ancient Civilization <i>Who were the ancient Egyptians?</i>		Sound / Light <i>How do we see and hear?</i>		Take One Picture <i>Cezanne</i>		Human and physical geography <i>How are places different around the world?</i>		Living Things and their habitats <i>How do we survive?</i> Animals, including humans <i>What keeps us alive?</i>		Locational knowledge <i>What is an Island?</i>
Yr4 & 5		Ancient Civilization <i>What was it like in ancient Greece?</i>		Earth & Space <i>Is the force with you? What is out of the world? How does that work?</i>		Take One Picture <i>Henri Matisse</i>		Human and physical geography <i>What is a county?</i>		Living Things and their habitats <i>Who lives in a habitat like this?</i> Yr5 Animals, including humans Evolution and inheritance <i>How am I here?</i>		Locational knowledge <i>How did we navigate in a pre-digital world?</i>
Yr6		Ancient Civilization <i>Who were the Sumerians?</i>		Earth & Space <i>What powers our world?</i>		Take One Picture <i>Wassily Kandinsky</i>		Human and physical geography <i>How important have rivers been in impacting and shaping civilisations?</i>		Living Things and their habitats <i>What lives alongside us?</i> Animals, including humans <i>Evolution and inheritance</i> <i>What makes us Human?</i>		Locational knowledge <i>How did we navigate in a pre-digital world?</i>



RE one day per class, plus one lesson per half Term CSE and SRE lessons where appropriate
PE/Computing/ Learn 4 life/ languages (KS2) and Explorify Science (20 mins per wk)

IMPLEMENTATION

- ▶ *Using the Nation Curriculum, we have designed assessment progression maps to aid with planning and assessment, ensuring we are teaching the key skills in both History and Geography.*

Assessment Progression Map			
History			
ELGs	Essential opportunities Key stage 1		Essential opportunities Key stage 2
<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings,</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
	<ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (different from those taught in Y1/2) - the Roman Empire and its impact on Britain - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. - changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China - Ancient Greece – a study of Greek life and achievements and their influence on the western world - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Assessment Progression Map



Assessment Progression Map

Geography			
ELGs		Essential opportunities Key stage 1	Essential opportunities Key stage 2
<p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<p>Locational Knowledge: To investigate places</p>	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
	<p>Place Knowledge: To investigate patterns</p>	<ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<p>Human and Physical Geography: To communicate geographically</p>	<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> * key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather * key human features, including: city, town, village, factory, farm, house, office and shop 	<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> * key physical features, including: cliff and sea * key human features, including: port and harbour 	<ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<p>Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> - use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map - devise a simple map; and use and construct basic symbols in a key - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> - use the eight points of a compass, four figure grid references, symbols and key (draw own) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

IMPLEMENTATION



- ▶ *We have 5 questions for each subject, linked to the National Curriculum [previously 10 questions].*
- ▶ *We create Knowledge Organisers for each subject, including important vocabulary and facts.*
- ▶ *We create our own planning, as well as using resources such as Twinkl, Plan Bee, The TES, etc.*
- ▶ *We include 'chatter topics' and homework ideas on the website, linked to each topic.*
- ▶ *We have a Topic Talk Time each week, talking about previous topics and recalling information, to help us maintain the knowledge learned.*
- ▶ *We have WOW days each term related to the topic – it could be a trip out, a local walk, a creative day, etc. and helps engage the children with their learning in a fun and practical way.*
- ▶ *As subject leaders, we do drop ins to observe a lesson, look at books and hold a regular 'pupil voice', in order to see the children's learning and engagement from a variety of view points.*

PROVISION (5 QUESTIONS)



Ancient
Civilisation

Who were the Ancient Egyptians?

1. How did the ancient Egyptians live?
2. What did the ancient Egyptians believe in?
3. What events happened and when?
4. What were some great historical designs and how could you use them to help with your own ideas?
5. How could you learn from taking products apart?



IMPACT

- ▶ *The change from 10 to 5 questions focuses the learning more.*
- ▶ *The 5 questions ensure progression through the topic as well as the year groups.*
- ▶ *They are directly linked with the National Curriculum to ensure full coverage.*
- ▶ *The children learn, at a minimum, 5 new pieces of information per topic.*

EVIDENCE



- ▶ *The children can answer or talk around the 5 questions at the end of the topic and beyond, which can be seen through our Topic Talk Time books.*
- ▶ *We can see knowledge is maintained through pupil voice, where we talk to the children about previous topics.*

PROVISION (KNOWLEDGE ORGANISERS)



Autumn 1: Who was Brunel and why was he important? Yr:



1/2

Skills and Knowledge	
	Question
1	Who was Brunel and when did he live?
2	Why was he famous? 
3	What did he build in the local area? 
4	What problems did he face?
5	Can I design, build and evaluate my structure? 





Key Vocabulary

Word	Definition
1 Engineer	Someone who uses scientific knowledge to design, construct and maintain engines, machines or structures.
2 Suspension bridge	A bridge that is supported from above by cables.
3 Victorian era	The period of time when Queen Victoria was on the throne 1837-1901
4 Voyage	A journey from one place to another, usually by boat or ship.
5 Transatlantic	Crossing or going beyond the Atlantic Ocean.

Interesting fact

- 1 Brunel was only 5ft tall!
- 2 The Clifton Suspension Bridge was completed 3 years after he died.

Useful pictures/diagrams

IMPACT

- ▶ *The knowledge organisers give the children the information at the beginning of the topic, allowing them to refer back to and add to it.*
- ▶ *As the knowledge organisers are very visual, including images and diagrams as well as writing, they are a useful resource to all learners.*

EVIDENCE



- ▶ *The children regularly refer back to the knowledge organisers stuck at the front of their books and hung up in the classroom.*
- ▶ *During pupil voice, some children bring their knowledge organisers in order to jog their memory if needed.*

PROVISION (PLANNING)



Year 1/2 Topic

		Monday 1h15m	Tuesday 40m	Friday 55m
TOPIC SEQUENCE OF LEARNING	Week 1	Discuss new topic, 10 Qs, etc. What is an explorer? Flip chart.	Trip What does an explorer need? Draw and label.	Topic vocab: nation, civilisation, monarchy, parliament, democracy, war and peace
	Week 2	Bank holiday	National explorer - Earnest Shackleton. Go through ppt and discuss. Could draw and label Earnest if time. [WALT: recognise a national explorer]	Earnest Shackleton - read fact file and order info.
	Week 3	Global explorer - Christopher Columbus. Go through ppt and discuss. Draw and label Columbus if time. [WALT: recognise a global explorer]	Global explorer - Christopher Columbus - read fact file and order info [cut up and chp reorder it in table groups].	How would you explore the world? Introduce design booklet. History of transport [old and new]
	Week 4	What product could you make for a specific purpose or user? Design a vehicle to take you around the world. [Design booklet]	What do you need to do in order to measure something accurately? How could you cut/shape materials in different ways? What different ways could you join materials? [Design booklet]	Make vehicle
	Week 5	Make vehicle	Make vehicle How could you make your product better and why?	INSET

Lesson Breakdown

Lesson	Resources
<p>1. The Invaders I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a</p> <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p>	<ul style="list-style-type: none"> Access to books/internet for research 
<p>2. Place Names I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p> <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a</p>	<ul style="list-style-type: none"> Maps or atlases 
<p>3. Village Life I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p>	<ul style="list-style-type: none"> Access to books/internet for research 
<p>4. Artefacts and Culture By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a</p> <p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p>	<ul style="list-style-type: none"> Access to books/internet for research 
<p>5. Anglo-Saxon Gods I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p>	<ul style="list-style-type: none"> Access to books/internet for research Gods masks or props for role play if available 
<p>6. Conversion to Christianity I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p>	<ul style="list-style-type: none"> Access to books/internet for research 

To look at all the resources in the Anglo-Saxons and Scots unit [click here](#).


planit
Page 2

Investigating Rivers

Geography
Year 5/6
Lesson 1 of 6

Learning Objective	Resources	
To understand and explain the water cycle.	<ul style="list-style-type: none"> Slides Water Cycle Explanation 1A/1B/1C Explanation Poster Water Cycle Fact Sheet Water Cycle Poster Instructions (for FSD? activity only) 	
Teaching Input		
<ul style="list-style-type: none"> Do you know what the water cycle is? Why is it important? The water cycle is a way in which water moves around our planet. Without this cycle of water, plants would not grow and humans and animals would not survive. Explain to children another name for the water cycle is the hydrological cycle and discuss the reasons for this. Show children a diagram of the water cycle and ask them if they know what the words mean. Invite children to discuss with a partner what they think the definitions of these words are and then reveal the answers on the next slide. Show children the same diagram of the water cycle and ask them to explain the cycle to a partner now they have learnt what the words mean. Read children the water cycle explanation and ask if they said anything close to this to their partner. So, how and why do rivers play a vital role in the water cycle? Ask children to discuss their thoughts. Rivers collect run-off from precipitation and transport it back to the ocean so the cycle can keep going. Ask children what flooding is and how it links to the water cycle. Explain to your class if precipitation is very heavy in one area, the river in that area becomes too full and breaks its banks; this causes flooding. What impact can flooding have on the water cycle and the surrounding communities? 		
Main Activity		
<p>Lower ability:</p> <p>Provide children with the Water Cycle Explanation sheet 1A and invite them to use the prompts on the sheet to write their own explanation about the water cycle. Children can refer to the Explanation Poster and the Water Cycle Fact Sheet to assist their writing.</p> <p>NB: you might like to have a teacher aid work with this group.</p>	<p>Middle ability:</p> <p>Provide children with the Water Cycle Explanation sheet 1B and invite them to use the prompts on the sheet to write their own explanation about the water cycle. Children can refer to the Water Cycle Fact Sheet to assist their writing.</p> <p>Invite children to draw a diagram to accompany their explanation.</p>	<p>Higher ability:</p> <p>Provide children with the Water Cycle Explanation sheet 1C and invite them to use the prompts on the sheet to write their own explanation about the water cycle. Children need to include the importance of rivers in the water cycle and what they do. Encourage them to write a detailed application section (they may need to do some more research).</p>
Fancy something different...?		
<ul style="list-style-type: none"> Provide children with A3 paper, colouring materials, Water Cycle Poster Instructions and invite children to create a poster explaining how the water cycle works. Make sure children draw a diagram, use and explain the vocabulary involved in the water cycle. Children might need to use the internet to find out some more facts on the water cycle to include in their poster. 		
Plenary	Assessment Questions	
<p>What would happen to the water cycle if there was no precipitation? condensation? evaporation? How would the cycle be affected?</p>	<ul style="list-style-type: none"> Do children understand why the water cycle is an important process on our planet? Do children understand the steps involved in the water cycle? Can children explain the water cycle in their own words? 	

Copyright © Planit Resources Ltd 2016 www.planit.co.uk

IMPACT

- ▶ *A mix of teacher planning and online resources gives the children a broad and interesting range of learning and activities.*
- ▶ *The children are engaged in their lessons and produce good work.*

EVIDENCE



- ▶ *During subject drops ins, it has been observed that the children and teachers are engaged with the topics.*
- ▶ *Through looking at the children's books, it is clear that the majority of the children can complete work linked to the topic and at a suitable level.*

IMPLEMENTATION (CHATTER TOPICS/HOMEWORK)



Mason Class Chatter Topics

1. What was life like in Ancient Egypt?
2. What did the Ancient Egyptians believe in?
3. What did the Ancient Egyptians do in their spare time?
4. Why is Tutankhamun so famous?
5. Why did the Ancient Egyptians build pyramids?
6. What did the Ancient Egyptians invent?
7. What did the Ancient Egyptians eat?
8. Why was the River Nile so important to the Ancient Egyptians?
9. How did the Ancient Egyptians communicate?
10. What is mummification and why did the Ancient Egyptians mummify the dead?

HOMeWORK

This term you could:

Using the words **Ancient Egypt**, write an acrostic poem.

Choose an ancient Egyptian god or goddess and create a fact file about them.

Invent a new set of hieroglyphics and use them to write your name and the names of three others.

Write 10 questions for a quiz on Ancient Egypt.

Make a model of a pharaoh's death mask.

Construct a pyramid using any suitable material.

Write down 10 questions you would ask Tutankhamun.

Draw a picture of Tutankhamun and write paragraphs about him.

IMPACT

- ▶ *Homework and talking points allow the children to engage their parents and other family/friends in their school learning.*
- ▶ *It keeps the topic in their minds, even when they are not directly learning about it.*

EVIDENCE



- ▶ *Some homework is brought in (although this is not a requirement), showing engagement with the topic at home.*
- ▶ *Some children ask to share things they have talked about with their families and we hold a show and tell to encourage this.*

PROVISION (TOPIC TALK TIME)



IMPACT

- ▶ *The Topic Talk Time book is updated each week, talking about a different previously learned topic to maintain the children's knowledge.*
- ▶ *The teacher and children add to it in a variety of ways – whole class discussion, post it notes, etc, so a feeling of ownership is encouraged.*
- ▶ *The book is kept close to the topic display, allowing the children to access the information at any time.*

EVIDENCE



- ▶ *The Topic Talk Time books are full of retained information, presented in a variety of ways.*
- ▶ *During pupil voice, it is clear the children are proud of their Topic Talk Time books and are eager to show them off.*
- ▶ *The children choose to read the Topic Talk Time book during free reading, showing their interest in it.*

PROVISION (WOW DAYS)



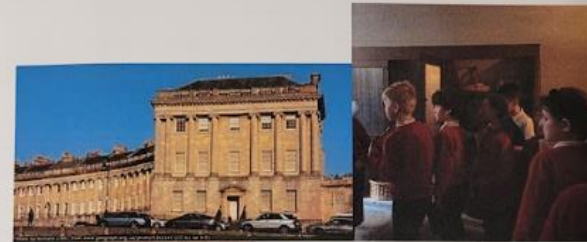
Dickens WOW day
Tuesday 10th October

On our WOW day we walked around Corsham and spotted the different types of homes that people live in. Then we did a sketch of a house that was built as someone's home more than 200 years ago!



Millward Wow Day – Wednesday 28th February 2024

We had a brilliant morning at No.1 Royal Crescent. It is a magnificently restored town house museum where you can explore fashionable life of Georgian Bath of the 18th Century.



We learned about the art and design of Georgian wallpaper. Each of us created our own Georgian print block and created wallpaper.



IMPACT

- ▶ *WOW days are loved by the children and really engage them in their learning.*
- ▶ *Children are given experiences they may not have had, from going on a coach, to seeing animals up close or experimenting with fabric paint.*
- ▶ *A wide variety of WOW days over the course of the year excites and encourages the children in their learning.*

EVIDENCE



- ▶ *During pupil voice, many children talk enthusiastically about WOW days.*
- ▶ *When looking in the books, it is clear the WOW days have made an impact on their learning.*

I loved learning about the Egyptians – we made papyrus and mummified apples!

Year 4 pupil

I talked to my granny about the olden times.

Year 2 pupil

I learned about Isambard Kingdom Brunel and we made a bridge – it was amazing!

Year 1 pupil



I like learning about different parts of history and how it's different to now.

Year 3 pupil

I found it really interesting learning about the Mayans.

Year 6 pupil

My favourite history topic was learning about Corsham and how it looked in the old days.

Year 5 pupil

I talked about things from a long time ago, like when my mum was born.

FS2 pupil

PUPIL VOICE (HISTORY)

I didn't know there were so many islands in the world – really big and really tiny ones.

Year 4 pupil

I made a map and it was so cool!

Year 2 pupil

We learned about how to use a map because you can't always use a phone.

Year 1 pupil



I like learning about different countries and cultures.

Year 3 pupil

Did you now that rivers carve shapes into the land?!

Year 6 pupil

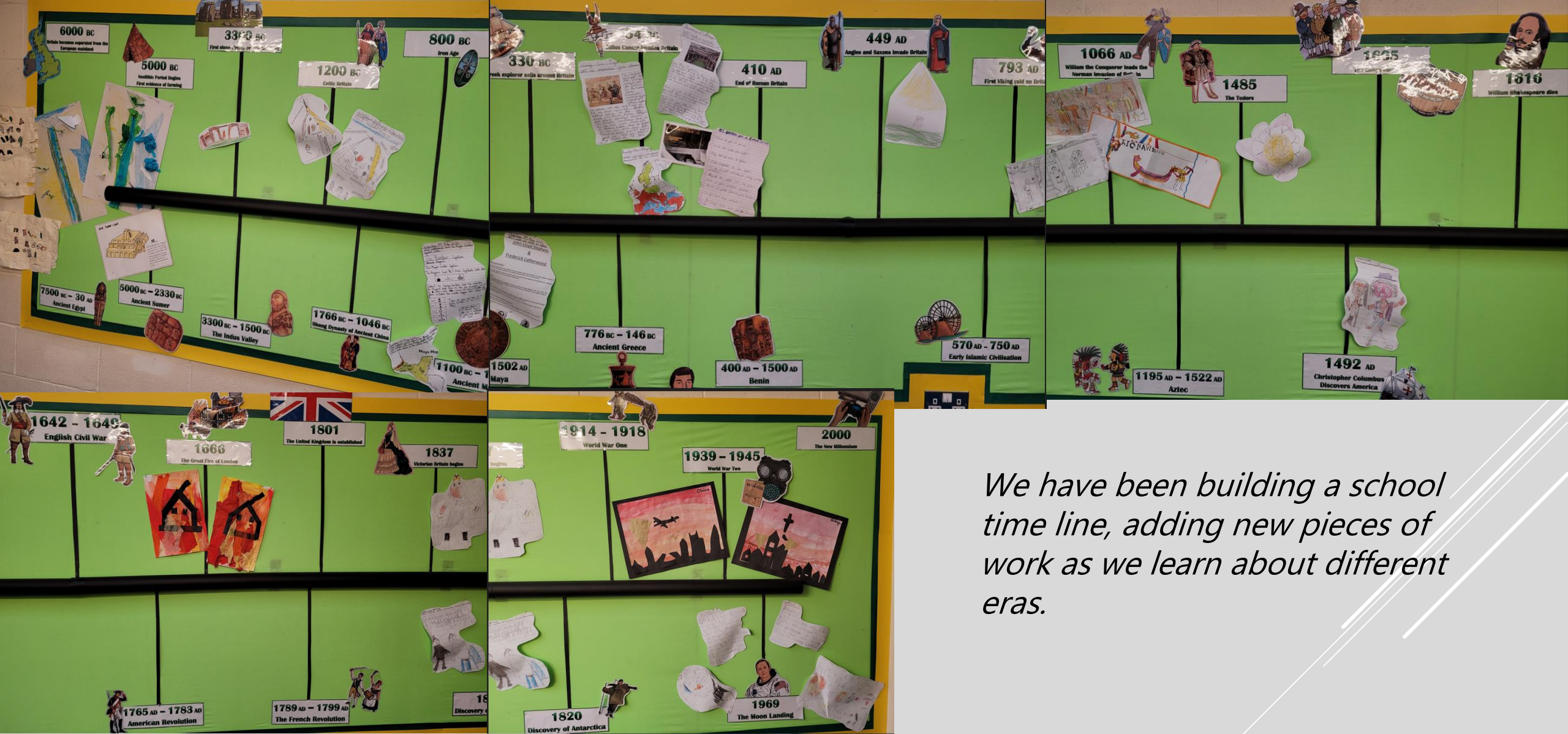
I can't believe how huge the pacific ocean is!

Year 5 pupil

We went on a walk and I saw my house!

FS2 pupil

PUPIL VOICE (GEOGRAPHY)

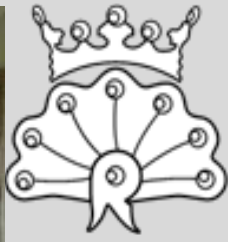


We have been building a school time line, adding new pieces of work as we learn about different eras.

PHOTOS/ REGIS MAGIC MOMENTS (HISTORY)



PHOTOS/ REGIS MAGIC MOMENTS (HISTORY)



PHOTOS/ REGIS MAGIC MOMENTS (GEOGRAPHY)



DATA HIGHLIGHTS FOR 2023-2024

From looking at our assessment data for the school year 2023-2024, I found the following trends:

- ▶ *Year 1 had 27% of children achieving above expected in both history and geography.*
- ▶ *Year 2 had the majority of children achieving expected or above in both humanities subjects.*
- ▶ *In year 3, 75% of the SEND children achieved expected in history and geography.*
- ▶ *Year 4 had more girls achieving expected or above compared to boys – 84% compared to 67% in history, and 84% compared to 75% in geography.*
- ▶ *Year 5 had the majority of the class reach expected in both subjects.*
- ▶ *In Year 6, 87% of children achieved expected or above in history and 77% achieved expected or above in geography.*



FINAL REFLECTION/NEXT STEPS FOR 2024-2025

- ▶ *This year I have been focusing on different ways of recording – from charts and diagrams to use of computers and art. I have been feeding my findings back to the teachers to help inspire them and will continue to look at all the different recording types.*
- ▶ *We have built some brilliant relationships with local craftspeople and property owners, and we need to continue to nurture those relationships and involve those people in our geography and history learning.*