

# **Peover Superior Primary School**

*Care, Aspire, Believe*



## **Geography:**

### **Intent:**

It is our intent that the Geography curriculum at Peover Superior Primary School should inspire and enthuse our pupils by encouraging them to be curious and fascinated learners about the ever-changing world around them. We want them to explore the diversities which exist in our world relating to both people and place and that the knowledge and skills they gain from our curriculum are retained and will remain with them for the rest of their lives.

As pupils progress throughout the curriculum they will retain relative knowledge about the world they live in and how human and physical features are changing and adapting. They will understand the impact humans have on the Earth and explore local and international issues to protect and preserve the Earth as they understand how fragile it can be. The children will understand their place in the world beginning with their locality and extending this to the rest of the world.

The pupils will have a range of fieldwork opportunities both in their local area and beyond to spark their enthusiasm and to allow them to apply their geographical language, knowledge and skills. It will allow them to practically and confidently explain how the Earth's features at different scales are shaped, interconnected and change overtime.

The structure of our curriculum aims to equip pupils with the relative knowledge and skills outlined in the National Curriculum via an integrative and holistic approach. The lessons are taught through creative and stimulating sessions which provide opportunities to bridge back and activate prior learning from previous lessons and previous years to ensure their knowledge is secure, deepened and retained.

### Design:

Our curriculum is designed to:

- Encourage our pupils to work as **geographers** through the use of regular fieldwork activities and visits.
- Understand **their place in the world** and be secure with their locality, progressing to the wider world.
- To learn and explicitly use relevant **vocabulary** to describe the relationship between human and physical features, their local area and beyond and natural changes that happen over time.
- To understand **chronology** of natural and human features and the impact this has on the Earth's structure.
- Make **links and comparisons** with areas both in the UK and around the world through various case studies.
- Have secure **map skills** at a range of levels which they use to read, plan and follow whilst also locating areas and routes.

## History:

### Intent:

Our history curriculum aims to develop a curiosity that makes each child inquisitive about the past, helping them develop a growing knowledge of Britain's past and the wider world. Through working as historians, we aim for our pupils to develop a keen interest in the past, beginning to appreciate how the past has a bearing on the present. We support our children in developing the ability to think critically when examining evidence and to develop their own opinions, which they can then back up with their prior historical knowledge and developing historical skills.

The structure of our curriculum aims to equip pupils with the relative knowledge and skills outlined in the National Curriculum via an integrative and holistic approach. The lessons are taught through creative and stimulating sessions which provide opportunities to bridge back and activate prior learning from previous lessons and previous years to ensure their knowledge is secure, deepened and retained.

### Design:

Our curriculum is designed to:

- Encourage our pupils to work as **historians**, through exposure to a variety of sources – including visits and fieldwork - developing their ability to ask perceptive questions, critically interpret and question the past
- To understand the **chronology** of events in Britain and the wider world. As children move through school, they begin to recognise that different things were happening in different places in the world at the same time. Every unit of work includes a focus on **chronology**, to help

children understand where the period of history they are studying fits within their knowledge to date of the past/ chronology, always linking to prior learning.

- To use an **enquiry based approach** through which children are taught key history knowledge in a variety of ways. First hand sources, or where not possible replicas or pictures are used in all units of work to support the children in being historians, developing the skills to find out about the past.
- To enable children to learn and explicitly use **key historical vocabulary** which is planned and developed explicitly with regular opportunities to be revised and reactivated.

## **Geography**

### **EYFS:**

During their year in Early Years the children are provided with a range of opportunities to explore, observe and discover all about the people, places and cultures in their local environment. There will be opportunities for them to explore both the past and present of their locality and focus on a range of elements of the natural world through role play and going outside in the school grounds and surrounding areas. Children will explore the features of their own immediate environment with a focus on their homes and school and how they vary from one to another. Throughout Early Years they will build comparison skills and use these to compare locations, people, materials and living things. The aim of Early Years is to develop enthusiastic, inquisitive and excited learners who are aware of their place in the world they live in which forms the foundations of their Geography journey as they progress through school.

### **Key Stage 1:**

#### **Locational and place Knowledge:**

During the two years pupils will begin exploring their local area beginning with where they are in the world in relation to their school and homes. Throughout their time in KS1 they will broaden this knowledge to the rest of the UK through being able to name and locate the 7 continents and 5 oceans. They will have detailed knowledge of the countries which form the UK, with a focused case study on London when exploring the Great Fire in 1066. The main focus of their geographical enquiries will be their local area, Peover, through developing a secure understanding of the human and physical features of their locality and how these are interconnected with one another.

They will also develop their investigation, comparison and observational skills through a case study of a non-contrasting European country. The focus being the exploration of Kandy in Sri Lanka. They will address common misconceptions surrounding the country and its climate with a focus on the population, jobs and transport issues whilst simultaneously linking back to their local area, Peover. While comparing locations they will develop a secure understanding of differing vocabulary such as festival, palace and pilgrim to deepen their understanding of this contrasting location further.

## **Human and Physical Geography:**

Over the two years in KS1 children will begin to understand the difference between human and physical features and how they are interconnected with one another. It will support them with their understanding of location and place as they recognise features which are found in specific areas and use these to identify where they are in the world. They will explore the terms weather and climate and understand the difference between the two and use this knowledge to identify seasonal and daily weather patterns in the UK and hot and cold areas in the world in relation to the equator. Through this they will develop secure human and physical geographical vocabulary such as beach, cliff, vegetation, town, village and port.

## **Geographical Skills and Fieldwork**

Every term in KS1 the children will have opportunities to learn outside the classroom and develop strong geographical skills such as map reading and drawing, compass skills and recognising human and physical landmarks across a range of areas

Through developing a secure understanding of their school, Peover and Knutsford via trips and visits the children have opportunities to practically use their map skills. They will read, create and follow maps, create simple keys and use directional language such as near, far, left and right. Children will have access to ariel photographs of their local area and contrasting locations to explore similarities and differences within the world to secure their knowledge of place.

Both inside and outside the classroom the children will develop their geographical thinking, questioning and data collection skills as they will gather information through the use of surveys and questionnaires to broaden their concept of their local area and local issues, one of which is traffic and transport.

The aims for the KS1 curriculum is to provide the children with a secure sense of their locality, where they are in relation to the rest of England, the UK and the world beyond to form the foundations for further learning in KS2.

### **KS1 Cycle A**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Geography</u></b> Peover	<b><u>Geography</u></b> Knutsford	<b><u>Geography</u></b> London

## KS1 Cycle B

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Geography</u> Peover	<u>Geography</u> Manchester	<u>Geography</u> Sri Lanka, Kandy

### History

#### EYFS:

During Early Years children develop an understanding of the time before they were alive, based on living history. They use events in their own lives and their family members. Through role play, children explore objects from the present and the past, understanding that some things have changed over time. Children use their immediate surroundings to focus on changes at within their home, school, shops and transport. The aim of Early Years is to develop inquisitive learners who are encouraged to ask questions, show curiosity about objects, events and people, and begin to consider why some things have changed. This lays the foundations of their History journey as they progress through school.

Early historical vocabulary is discretely taught and explained and then regularly referred to in direct teaching and continuous provision, displayed in the classroom to remind adults to keep reinforcing key language with the children.

#### Key Stage 1:

In Key Stage 1 children build on their observations of changes in home, shops and transport to begin to look at a change within living memory and how these impact on changes in their lives. Through a focused study of local shops and homes, linking to their local area study in geography, the children look at changes over time from the 1950s to the present day. This study includes local fieldwork and first-hand accounts from family members. Children will develop their use of aerial photos and maps of the locality to compare changes over time. Children will begin to plot shops and houses in the village on to a simple timeline using vocabulary to show the passing of time.

To build on this work, and their developing sense of chronology, children will begin to understand that their locality has changed over time using maps from further in the past. They will focus on the growth of transport links of the railways, canals, roads and air; beginning to ask questions about why transport links within their locality have changed over time.

A more in-depth study of a study of transport, including a focus on the impact of the railways and local waterways will include the opportunity to study significant individuals such as Isambard Kingdom Brunel and George Stephenson and the significance of their achievements on the development of engineering and the railways, in particular the Liverpool – Manchester Railway and the steam engine the Rocket. This will be supported by a visit to The Anderton Boat lift on the Macclesfield Canal and the Museum of Science and Industry.

The children will continue to build on this study by focusing further on the life of Thomas Telford and his impact on the lives of people of Macclesfield, through the development of the canals. These lives of these 3 significant engineers and inventors from the past and the impact and legacy of their inventions will also be used to compare to the modern-day entrepreneurs and engineers of Elon Musk (founder of Space X and Tesla), Jeff Bezos (CEO of Amazon) and Richard Branson (Virgin). As children develop an increasing sense of chronology they move to time periods beyond living history.

They study two significant national events, understanding when these happened relative to today and to each other and their impact on people at the time. They learn about the Great Fire of London and the events leading up to this – The Plague of 1665 (Black Death), beginning to explore cause and effect through understanding aspects of life at the time and how these differ from their lives today. In addition, the use of artefacts/ pictures of artefacts, children begin to understand how first hand written and pictorial sources can be used to help us develop our knowledge of the past. For example, by looking at the diary of Samuel Pepys. The children then study Guy Fawkes and the Gunpowder Plot, finding out about the lives of another significant individual at the time. They begin to consider why people may have acted in certain ways and the impact of their actions on society then and now.

Linking to their geography where children are developing an understanding of the world, by looking at the development of transport nationally, the children begin to consider significant international figures and their achievements through flight – The Wright Brothers, Amelia Earhart, and the first international flight Alcock and Brown, the reasons for their journeys and the impact of their travels on our lives today.

**KS1 Cycle A**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>History</u></b>	<b><u>History</u></b>	<b><u>History</u></b>
Shops and homes in the local area Changes within living memory 1950's – present day the growth of transport links of the railways, canals	Isambard Kingdom Brunel, George Stephenson and Thomas Telford – railways and canals Comparison to Elon Musk (founder of Space X and Tesla), Jeff Bezos (CEO of Amazon) Anderton Boat lift trip	Great Fire of London – significant national event Plague London then and now

**KS1 Cycle B**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>History</u></b>  Guy Fawkes and the Gunpowder Plot  Armistice Day	<b><u>History</u></b>  Flight  Events beyond living memory significant globally & international achievements - The Wright Brothers, Amelia Earhart, and the first international flight Alcock and Brown	<b><u>History</u></b>  Transport links globally – international  Comparison of Wright Brothers to Richard Branson – the importance of air travel

**Geography:**

**Lower Key Stage 2:**

**Locational and place Knowledge:**

During their two years in Lower Key Stage 2 the children continue to build on their understanding of their local area. They develop in-depth map skills including 4 and 6 figure grid references to locate human and physical features in Peover. They will complete a detailed study of the local area, settlements around their locality and explore the changes to the physical features over time including the Peover Eye and surrounding brooks. They will explore the regions of the UK with a focus on Keswick in the Lake District whilst comparing this to their locality throughout. During this study they will explore flood defences, river vocabulary and deepen their understanding of how rivers are formed and the effect they have on the physical landscape of an area. Children will build on their understanding of the world through the use of atlases to identify countries, continents and oceans with a main focus on Non-European countries in Cycle A and Europe during Cycle B. During this time, they will develop secure use of geographical vocabulary such as mountains, hills, rivers and meanders.

**Human and Physical Geography:**

The main focus during Cycle A will be water and the impact it has on areas. This will be explored through understanding the water cycle and where water comes from, exploring how a river is made and how geographical processes such as erosion change landscapes overtime. They will focus on the Peover Eye, the Nile and throughout their History lessons they will explore the effect of trade, settlements and land use near rivers. Throughout Cycle B the focus will be human geography with a focus on settlements and transport and the changes to homes over time. This will be whilst exploring Greece and the impact the Greeks had on architecture. They will also complete an in-depth study of Italy and the effect the earthquakes and volcanoes had on Pompeii. They will understand how they are formed, why they happen and where in the world they are most common.

**Geographical Skills and Fieldwork:**

During their time in Lower Key Stage 2 they will use maps, atlases and globes to read maps for a range of areas. They deepen their understanding of compass points from 4 to 8 points and begin exploring 4 and 6 figure grid references to build their knowledge of the United Kingdom and the wider world. Through trips to their local area they will develop skills of observing, measuring and recording data from their water study and deepen their sketching skills to plan and follow maps. Whilst learning from their environment children will also begin to use digital technologies such as iPads, BeeBots and mapping applications to support their learning.

**LKS2 Cycle A:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Geography</u></b> Peover Water study – Peover Eye	<b><u>Geography</u></b> Lake District Regional study- Keswick	<b><u>Geography</u></b> Egypt Water study- Nile

**LKS2 Cycle B:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>

<u>Geography</u>	<u>Geography</u>	<u>Geography</u>
Peover Settlements	Europe Greece (contrast to the UK with homes and architecture)	Europe Italy- Volcanoes and Earthquakes (History link to Romans)

**History:**

**Lower Key Stage 2:**

During the 2 years across lower KS2, children continue to develop an increasing sense of chronology, moving a long way into the past to look at a focus on key changes in Britain from the Stone Age to Iron Age. As they begin Key Stage 2, children are also beginning to understand that different things are happening in different parts of the world at the same time to further develop their historical understanding. Children move on to develop an understanding of archaeology and its place in helping us find out more about the past. They begin to develop their understanding of how the past can be interpreted in different ways and use their own and others evidence to answer historically valid questions.

When looking at the Stone Age, artefacts are used to help children understand daily life for people at the time. This links to geography where children look at the types of settlements in early Britain and why people chose to settle there, comparing this with land use patterns of today. Children learn about at shelters, housing and buildings and how they changed between the periods linking back their work from shops and houses from EYFS and KS1. This is supported by a residential visit to an archaeological dig and Iron Age round house and study of the lasting impact on Stonehenge and its religious legacy.

The curriculum then moves to study the distant past at a global level. Reflecting the global links also made in the geography curriculum. The children begin by identifying the key ancient civilizations – Ancient Sumer; The Indus Valley; Ancient Egypt and The Shang Dynasty of Ancient China and consider different things in different parts of the world at the same time.

They then move on to an in-depth study of Ancient Egypt and look at the achievements of the Ancient Egyptians. The children make valid observations, including that all ancient civilisations were built next to rivers, in particular the use they made of the River Nile and the land. Linking to the Geography curriculum, children develop an understanding of the importance of the River Nile for the daily life, further developing their skills from KS1, where they would have noted local industries were built next to rivers and how settlements developed. Children understand why and how pyramids were constructed, looking at the beliefs of the Egyptians and the impact of religion in building, making links to their earlier work on Stonehenge. The children will also study Howard Carter and his significance to the discovery of ancient Egyptian civilization which builds upon their knowledge of significant people from KS1.

During the second year of the cycle, children take a more focused look at the chronology of history from the Greeks to the Romans, placing key eras and events in order on a timeline. The children will further develop their questioning skills with a focus on change, cause, similarity and difference and significance. During the study of Ancient Greece the children will look at Greek life, achievements and their influence on the Western world with a focus on laws and justice, architecture/buildings and travel. A key focus will be the trade links within this time and how it differed from Roman times.

Finally, the children study the Romans and their impact on Britain with a particular focus on the impact of their technology, culture and beliefs and their legacy in the north west of English. This building on earlier work on culture and religion from previous years.

When studying the Romans, the children will narrow their focus to looking at Roman impact on Britain, comparing to the influence the Greeks had on Britain and how the Romans changed this. They will look at Roman invasion, travel, roads, settlements and architecture and compare this with the influences from the Greeks. The concept of invasion is considered closely, helping children to understand why people would want to invade others and the impact on society. They look at the invasion of Britain and study British resistance, in particular the role of Boudicca.

All work refers back to children's prior knowledge from other time periods studied to make links and understand change over time. For example, in looking at homes children will refer back to prior knowledge about homes in Stone Age and Iron Age. Work on development of roads will refer back to the KS1 curriculum on the development of canals, railways and flight – always placing new learning in context of what children know already.

**LKS2 Cycle A:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<p data-bbox="376 927 495 959"><b><u>History</u></b></p> <p data-bbox="286 995 584 1027">Stone Age to Iron Age</p> <p data-bbox="125 1066 745 1315">Geography link - types of settlements in early Britain, why people chose to settle there, comparison to today. shelters and housing changes within the period houses archaeological dig and Iron Age round house residential visit</p> <p data-bbox="282 1353 589 1385">Religion – Stonehenge</p>	<p data-bbox="1055 927 1173 959"><b><u>History</u></b></p> <p data-bbox="786 995 1429 1214">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; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p>	<p data-bbox="1733 927 1852 959"><b><u>History</u></b></p> <p data-bbox="1464 995 2029 1066">In depth study of <b>Ancient Egypt</b> – link to geography? Possibly spring term</p>

**LKS2 Cycle B:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>History</u></b> Ancient Greece – Greek life, achievements and their influence on the western world.	<b><u>History</u></b> Romans – the impact of their legacy technology, culture and beliefs and their legacy in the north west of English  comparing to the influence the Greeks had on Britain and how the Romans changed this.  Roman invasion, travel, roads, settlements and architecture and compare this with the influences from the Greeks	<b><u>History</u></b> Invasion - British resistance, in particular the role of Boudicca

**Geography:**

**Upper Key Stage 2:**

**Locational and place Knowledge:**

Throughout their learning journey up to this point the children should enter Upper Key Stage 2 with a secure understanding of where they are in their locality. They have some understanding of where they are in relation to other countries both European and Non-European. They begin each cycle with a reference to where they are in the world in relation to the hemispheres, tropical zones and begin mapping where a range of countries and capitals are on a map. They begin to understand where they are in space and begin exploring biomes and vegetation belts in relation to location. During each cycle they will focus on either South or North America through case studies to explore both human and physical features of these areas. They will explore the Caribbean during their study of the North and Lima and Lake Titicaca during the South. With focuses on the oceans, surrounding countries and the exploring the rainforest. They be able to confidently and securely use language such as time zones, hemisphere, longitude, latitude, Equator and Arctic Circle to define the location of areas explored. They will constantly be referring back to other familiar areas to deepen their understanding further of

the Earth and its foundations. They will also understand the importance and fragility of the world in relation to global warming and discuss and explore local and global issues around this in reference to the sea levels, sustainability of rainforests and the impact people such as David Attenborough and Greta Thunburg have on the Earth.

**Human and Physical Geography:**

During their time in Upper Key Stage 2 the children will develop a secure understanding on hot and cold countries and the impact the location has on vegetation and habitats. They will explore ecosystems on land and the sea including the rainforest and the coral reef. They will understand the importance of these areas to the wildlife that live in them but also to the habitants of the local areas. They will understand the impact humans have on these areas and ways they can affect the sustainability of the planet. They will understand trade links between countries and how natural resources are distributed around the world.

**Geographical Skills and Fieldwork:**

During their time in Upper Key Stage 2 they will be secure using maps, atlases and globes to read maps for a range of areas. They will be secure with the 8 points on the compass and using 4 and 6 figure grid references to demonstrate their understanding of the United Kingdom and the wider world. Whilst learning from their environment children will also become secure using digital technologies such as iPads, BeeBots and mapping applications to support their learning. During these two years the children will continue to visit their local area to use their observational, measurement and data collection skills and will venture further afield to deepen these by visiting areas such as Manchester and Liverpool.

**UKS2 Cycle A:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<p><b><u>Geography</u></b></p> <p>Mapping the world/ countries and capitals</p>	<p><b><u>Geography</u></b></p> <p>North America Study</p>	<p><b><u>Geography</u></b></p> <p>Sustainable living</p> <p>David Attenborough and Greta Thunberg (plastic focus)</p> <p><b>GLOBAL ISSUE</b></p>

### UKS2 Cycle B:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Geography</u></p> <p>Earth's place in space</p> <p>Biomes/vegetation belt focus</p> <p>Natural resources (trade)</p>	<p><u>Geography</u></p> <p>South America Study</p> <p>Coffee, amazon rainforest link</p>	<p><u>Geography</u></p> <p>Sustainable living</p> <p>Icecaps, great barrier reef, sustainability of rainforests, etc.</p> <p><b>GLOBAL ISSUE</b></p>

### History:

#### Upper Key Stage 2:

Through Upper Key Stage 2, children will use and apply their understanding of chronology, developing and further creating their own time lines with their growing knowledge and critically appraising others based on their knowledge of chronology. Throughout the first part of the cycle, they will focus on ancient civilisations expansion and dissolution of empires. Building on from the Romans in Lower KS2, the children will study Britain's settlement by Anglo Saxons and the Scots. The children will further develop their questioning skills about change and cause over time. Looking at the stark difference of settlements between Roman era and Anglo-Saxon times. Their prior knowledge of invasion and why it occurred will develop further from Lower KS2 as they look at invasion from Roman Britain to Viking times and the reasons why. The children will continue to develop their understanding of significant people from KS1 and study Alfred the Great and his impact. They will further develop their chronological knowledge by studying the Anglo Saxon and Viking struggle for the Kingdom of England to the time of Edward the confessor.

In the subsequent terms, Upper KS2 will study the Mayan Civilisation and contrast with Britain at the time of 900AD, allowing the children to make contrasts and analyse trends and pose their own historically valid questions using their developed knowledge. The children will look at what the Maya people achieved and how it influenced the western world by looking at settlement, architecture and trade links. This develops further on from their study of the Greeks and Romans in Lower KS2 and supports the geography curriculum which looks at trade links and settlements in South America. They will do this by critically analysing evidence and use their own judgements to decide on which society was more advanced in 900 A.D. Britain or the Maya.

During the second part of the cycle, as chronology moves closer to the present day, the children will study Wars through time from 1066 to present day including a local history study. They will use their prior knowledge to gain historical perspective by placing their growing knowledge in to different contexts. The children will make connections and create their own structured accounts to analyse. .

The children will study the United Kingdom’s chronological past from 1066 to present day. The children will use this information to create their own scaled timeline applying their mathematical knowledge. They will begin to understand civil wars and why the English civil war happened, linking to their prior knowledge of invasions from previous years. Following on from this, the children will look at the role the UK took in WW1 and WW2, examining why they started, how they affected people and the impact it had on the UK. This study of WW2 will link to the local history study of how WW2 impacted on the local community. The local history study will look at the important part Peover played in DD preparations, use of the area for training by General George Patton’s United States 3rd Army, Prisoner of War camps and how the local area played a significant part in this.

**UKS2 Cycle A:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Britain’s settlement by Anglo Saxons and the Scots.  Difference of settlements between Roman era and Anglo-Saxon times.  Invasion from Roman Britain to Viking times and the reasons why.	<b><u>History</u></b>  Anglo Saxon and Viking struggle for the Kingdom of England to the time of Edward the confessor  Alfred the Great and his impact.	<b><u>History</u></b>  a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900;

**UKS2 Cycle B:**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<p><b><u>History</u></b></p> <p>Wars through time from 1066 to present day.</p>	<p><b><u>History</u></b></p> <p>English civil war – reasons why democracy/parliament – Changing power of Monarchs</p>	<p><b><u>History</u></b></p> <p>Role of the UK in WW1 and WW2, examining why they started, how they affected people and the impact it had on the UK Local history study – Peover</p> <p>DD preparations, use of the area for training by General George Patton’s United States 3rd Army, Prisoner of War camps</p> <p>How the local area played a significant part in this.</p>