



Saltford
CofE Primary School



Geography and History HANDBOOK

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Futura Geography Intent

The purpose of the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Futura History Intent

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key substantive and disciplinary concepts. The future curriculum is designed so pupils can know more and remember more.

Salford's Approach:

The aim is for a 'know more, remember more' approach of learning, where at the end of each two year cycle, all children will have had access to the advancing objective and some children will achieve a deeper understanding of the objective.

Geography substantive and disciplinary knowledge:

Underpinning the intent are key substantive and disciplinary concepts:

The substantive knowledge concepts:

Location (L)	Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to a detailed understanding of their environmental regions, physical and human characteristics, countries and cities.
Place and space (PS)	Understanding the geographical similarities, differences and links between places and regions
Physical world (PW)	Understanding the processes that give rise to key physical features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Human environment (HE)	Understanding the processes that give rise to key human features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Interdependence and sustainability (IS)	The significant links between places, features, events and people. It examines the importance and impact of maintaining, modifying or breaking connections and the impact this has upon the long-term health of our planet, its people and environments.
Cultural understanding (CU)	Understanding the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

The 5 disciplinary knowledge concepts:

Globes, maps and atlases (GMA)	Developing the ability to utilise a range of geographical information sources to help to develop an extensive knowledge of a wide range of places, environments and features at a range of scales.
OS map skills (OSM)	To develop a range of OS map skills and to be able to use these with confidence to infer information about a place and apply this in context in the classroom and in the field.
Geographical information systems (GIS)	To confidently generate, interpret, and infer spatial patterns and trends from a range of sources of G.I.S
Geographical fieldwork (F)	To be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions.
Geographical literacy (lit)	Show competence in a range of intellectual and communication skills (oral and written) written, including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to read for geographical meaning in text of an increasingly complex nature (vocabulary, vocabulary and context).
Geographical numeracy (num)	Numeracy (number and measurement)-solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for students to develop their numeracy skills.

History substantive and disciplinary knowledge:

Aims: Underpinning the intent are key substantive concepts:

Chronological Understanding	A secure knowledge of the order of events necessarily underpins any attempt to explain cause and consequence or to chart the process of change and continuity.
Historical Concepts	<ol style="list-style-type: none"> 1. Some concepts and terms (such as Calvinism or Menshivism) are highly specific to a particular period or place – and it is easy to recognise that their meaning needs to be explicitly taught. 2. Other concepts (such as Puritanism or Bolshevism) that originated in specific contexts may come to be applied more widely, so that students’ more general awareness of their meaning can obscure a lack of precision in their historical knowledge. 3. Others (such as ‘the Church’ or ‘revolution’) have a much wider application and are applied in many contexts other than history. In dealing with this category, teachers need not only to ensure that students understand their meaning, rather than simply assuming that they do because they are works in common usage; they also need to plan for learning about how that meaning changes over time and in different contexts.
Change/Continuity	Students to examine trends and turning points over time, looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and nature of those alterations. Another aspect of change and continuity is the lived experience of change: how particular developments were experienced and understood by those who lived through them.
Cultural Diversity	Diversity is not just about race, however, although the colour of someone’s skin is an obvious aspect of diversity. Diversity also includes the immigration and emigration of white Europeans that has formed part of the story of Britain since prehistoric times. Linguistic, social, economic, technological and political differences are other aspects of diversity, as are local and regional history. Diversity is also closely linked to the concept of interpretations of history, because different ethnic and social groups may have contrasting interpretations of past events.

Disciplinary concepts:

Cause and Consequence	<p>Developing an understanding of why things happen and of why people do the things that they do is indispensable in both our personal and our collective lives: it is a precondition for making sense of experience and for acting to shape it effectively. There are at least four cognitive activities here:</p> <ol style="list-style-type: none"> 1. Identifying different factors. 2. Making explanatory links between causes and effects. 3. Assessing the relative importance of different factors. 4. Considering the relationships between causal arguments, evidence and interpretations.
Significance	Considering the significance of events, people and developments in their historical context and in the present day .This includes: considering why judgements about the significance of historical events, issues and people have changed over time; identifying the criteria and values used to attribute significance; and assessing how these have been used in past and present descriptions and explanations. Statements about significance are interpretations that may be based on contestable judgements about events, issues and people, and are often related to value systems of the period in which the interpretation was produced.
Interpretation	<p>People represent and interpret the past in many different ways, including in pictures, plays, films, reconstructions, museum displays, and fictional and non-fiction accounts. Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example writers, archaeologists, historians and film-makers).</p> <p>Students will develop skills to analyse the <i>nature and origin</i> of the interpretation created. This leads to questions such as:</p> <ul style="list-style-type: none"> • when was it produced? • what sources of information were used to produce it? • who produced it? • where was it produced? <p>The second stage is to consider the <i>purpose</i> of the interpretation. This leads to such questions as:</p> <ul style="list-style-type: none"> • was it to entertain/inform/persuade/mislead? • who was the intended audience? <p>The third stage is to consider the <i>perspective</i> of the interpretation. This considers such questions as:</p> <ul style="list-style-type: none"> • what were the views and standpoints of the producers of the interpretation?
Historical literacy	Show competence in a range of intellectual and communication skills (oral and written) written, including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to interpret contemporary sources and historical interpretation of an increasingly complex nature (vocabulary, vocabulary and context).
Historical numeracy	Numeracy (number and measurement)-solving numerical problems how it is presented in graphs, charts and tables. There are opportunities within history for students to develop their numeracy skills such as analysing population growth and economic expansion and decline. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change

For a more detailed overview of the substantive and disciplinary knowledge broken down into each year group please see the Futura curriculum document.

Overview of Learning:

Early Years Geography:

Early Years Foundation Stage.			
<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's learning in all areas.</p> <p>Birth 2 Five Range 6 statements –</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will: - 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>			
Geography skills.			
<p>Locational Knowledge</p> <p>Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Name the village and city the school is located in</p>	<p>Geographical Skills and Fieldwork</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>		<p>Place Knowledge</p> <p>Identify similarities and differences between places, drawing on my experiences and what has been read in class</p> <p>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>Collect, analyse, and communicate a range of data gathered through experiences of fieldwork.</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs, and geographical information systems, such as, Google Earth.</p>	
	<p>Use and draw information from a simple map</p> <p>Look at aerial views and comment on buildings, open space, roads, and other simple features</p>		<p>Manmade and Natural Geography</p> <p>Model the vocabulary needed to name specific features of the natural world, both natural and manmade</p> <p>Understand the effect of changing seasons on the natural world around me.</p>
<p>First-hand experiences and pupil knowledge offer:</p> <p>Geography at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of geographical skills such as having an awareness of maps and globes and be exposed to images and information about the people and places around them. They will experience first-hand fieldwork and materials which they use to inspire learning.</p>			
<p>The first-hand experiences and knowledge the children should be offered are:</p> <ul style="list-style-type: none"> Forest school experience. First-hand discussions with children about their local area. 'Welly Walks' in and around the local area. Sharing experiences and visits from their own lives and of those around them. Sharing stories, pictures, music, maps and globes, fact books and art from and about the world. Exploring the school environment. <p style="text-align: center;">Vocabulary - Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural</p>			

Early Years History:

Early Years Foundation Stage.			
<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's learning in all areas.</p> <p>Birth 2 Five Range 6 statements –</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. Knows that other children do not always enjoy the same things and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions. <p>ELG – Understanding the World –</p> <p>- Past and Present - Children at the expected level of development will: - 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; - Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>			
EYFS History Skills			
<p>Changes within living memory</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the ways I have changed.</p> <p>Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Events beyond living memory</p> <p>Comment on images of familiar situations in the past.</p>	<p>The lives of significant individuals in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Significant historical events, people and places in their own locality</p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
<p>First-hand experiences and pupil knowledge offer:</p> <p>History at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of historical skills such as discussion, chronology, historical vocabulary, analysis, perspectives and interpretations and empathy. They experience first-hand artefacts and materials which they use to inspire learning.</p> <p>The first-hand experiences and knowledge the children should be offered are:</p> <ul style="list-style-type: none"> Welly Walks in and around the local area. First-hand discussions with children about their own past and that of family members. Sharing experiences and visits from their own lives. Sharing stories, pictures, music, and art from the past and looking at significant world and local people from the past that have shaped the future. Exploring the school environment and local area. Actively using class timelines to gain an underpinning sense of time and chronology. <p>Key Vocabulary - Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now</p>			

Overview of Learning KS1 and KS2:

KS1 (Y1 and 2)	
Geography	The Uk Study of our locality Compare and contrast our locality to a locality in Australia Weather – hot and cold Continents and Oceans
History	Significant events – Great Fire of London and Crimean War Significant People – Brunel, Tim Berners-Lee Significant places – Castles, Local Study
LKS2 (Y3 and 4)	
Geography	A study of Europe and North America Earthquakes and Volcanoes The UK National Parks The Local Area
History	Stone Age to Iron Age Egyptians Greeks
UKS2 (Y5 and 6)	
Geography	North and South America Sustainability Biomes and Climate Zones Rivers and Mountains
History	Victorian Working Children Romans (Y5) Saxons and Vikings (Y6) Benin and Bristol – Slave Trade

Displays and Resources

EYFS	KS1	KS2
<p>Resources available during lesson:</p> <ul style="list-style-type: none"> Teacher to provide resources. May include maps, photos, videos. 	<p>Resources available during lesson:</p> <ul style="list-style-type: none"> Geography: Resources will be linked to objective. These may include presentations produced for delivery of the Futura Curriculum and adapted for our school. History: Resources will be linked to objective. These may include presentations produced for delivery of the Futura Curriculum and adapted for our school. Knowledge organisers available to support children's retrieval knowledge. Atlases, globes, GIS, photographs and videos, information books as appropriate. Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. Knowledge organisers to support learning and retrieval. iPad available if research is required. 	<p>Resources available during lesson:</p> <ul style="list-style-type: none"> Geography: Resources will be linked to objective. These may include presentations produced for delivery of the Futura Curriculum and adapted for our school. History: Resources will be linked to objective. These may include presentations produced for delivery of the Futura Curriculum and adapted for our school. Knowledge organisers available to support children's retrieval knowledge. Atlases, globes, GIS, photographs and videos, information books as appropriate. Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. iPad available if research is required. Knowledge organisers to support learning and retrieval. Optional word banks, dictionaries and thesauruses to be available every lesson (or in a clearly labelled drawer)
<p>Displays to include: Children's work. Photos of children's work as necessary.</p>	<p>Displays to include:</p> <ul style="list-style-type: none"> Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. Geography display up in terms 1,3,5 History display up in terms 2,4,6 	<p>Displays to include:</p> <ul style="list-style-type: none"> Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. Geography display up in terms 1,3,5 History display up in terms 2,4,6

Planning – Geography and History:

Long term overviews should alternate Geography and History each term.

Term 1- Geography

Term 2- History

Term 3- Geography

Term 4 –History

Term 5- Geography

Term 6 – History

Planning example (Georaphy LKS2):



Theme: Extreme Earth

Subject: Geography

Key Vocabulary:				
Futura Objective	Week	Basic	Advancing	Deep
Ask and answer geographical questions about human and physical geography.	1	Locate and label areas with earthquakes and volcanic activity	Contrast areas that have the most and least earthquake and volcanic activity	Using a tectonic plate map, hypothesise whether a county would have tectonic activity and the result of this
Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	2	Label and illustrate the process of a volcanic eruption	Explain the physical processes of how a volcanic eruption occurs.	Using the case study of Eyjafjallajökull, hypothesise what processes were involved.
Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	3	Label and illustrate the process of an earthquake	Explain the physical processes of how an earthquake occurs	Using the case study Eyjafjallajökull, investigate key differences between the causes of an earthquake and a volcano.
Measure, record and present geographical information in tables, graphs and charts. Use and understand some numerical/comparative data. Categorise geographical features – e.g., land uses.	4	Illustrate seismic data into a tally chart and bar graph.	Present continuous data on a line graph.	Using a line graph, predict when the next earthquake would occur and review your findings
Use simple geographical vocab to describe geographical features and how they change.	5	Describe the Mt. Fagradalsfjall eruption of 2021. <i>VR link below</i> https://blog.insta360.com/watch-8k-vr-iceland-volcano-erupts-first-time-in-800-years/	Compare the Mt. Fagradalsfjall of 2021 with the Eyjafjallajökull of 2010	“The Mount Fagradalsfjall of 2021 eruption was more disruptive than the Eyjafjallajökull eruption of 2010.” Investigate.
Use aerial photographs and plans	6	Annotate aerial photographs and plans of the Fagradalsfjall eruption of 2021.	Interpret aerial to explain what has happened	Appraise the impact of an earthquake in an urban and rural area, citing aerial maps.

Planning example (History KS1):



Theme: Great and Ghastly Events – How Did people and events from the Past Change

London?

Subject: History.

Key Vocabulary: GFOL - Democracy; King; Queen; Monarchy; Nation; Parliament; Local, Significant Enquiry Vocabulary- Primary Evidence; Secondary Evidence; Artefact; museum; change; old; new Chronological vocabulary – Century; Chronology; decade; long ago; present; yesterday; in the past,				Significant People – Samuel Pepys, Guy Fawkes, King Charles II, Thomas Farrinor, Thomas Bloodworth
Futura Objective	Week	Basic	Advancing	Deep
Cultural Diversity (Topic takeover day) Understand that the families of different cultures may have different events and celebrations that shape their lives.	1	Identify the reasons why we celebrate Bonfire night.	Organise the events of the Gun Powder Plot on a historical framework.	Hypothesis why Guy Fawkes right in wanting to blow up the houses of Parliament?
Chronological Understanding To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older and newer. Use dates where appropriate.	2	Identify what it was like to live in Stuart times in London.	Explain what it was like for different people living in Stuart London. A King / Baker / A lady	Hypothesise whether you would like to live in Stewart London.
Historical Interpretation Describe different account of a historical event, explaining some of the reasons why the accounts may differ.	3	Find out about how the great Fire of London spread	Look at different sources of information – who's actions contributed to the spread of the fire	Hypothesise – Could the fire have been stopped?
Change/Continuity Recognise that there are reasons why people in the past acted as they did.	4	Identify why people acted as they did during the fire.	Act – out how different groups of people acted during the fire – Thomas	Hypothesis who you would have been and what you would have done?
			Farrinor, Samuel Pepys, Thomas Bloodworth, King Charles II	
Cause and Consequence Observe or handle evidence to ask questions and find answers to questions about the past- how did they get there? Why did they travel? Use artefacts, pictures, stories, online sources and databases to find out about the past.	5	Describe what was left of London after the fire.	Select 3 sources of information and describe what was left of London after the fire.	Cite evidence which is the most significant source of information and why?
Change/Continuity Recognise that there are reasons why people in the past acted as they did.	6	How could you avoid a second great fire of London?	Explain what King Charles II did to rebuild London.	Cite evidence how King Charles II actions rebuilding London improved the lives of Londoners.

Marking:



Saltford School Editing and Marking Symbols

	Leave finger spaces
Ⓞ	Check capital
<u>wer</u>	Check or correct spelling
<u>sp</u>	Find and check spelling mistake in this line
^	Something has been left out
△	Check punctuation
?	Does this make sense?
//	New paragraph
T/TA/I	Adult help given or independent
•	Check this
✓	Right answer/checked by teacher Learning Objective partially met
✓✓	Good idea Learning objective securely met

In addition to this, in foundation subjects where work has been completed in a book, Learning Objectives are doubled ticked by the teacher when fully met, ticked once when partially met and a dot to show that the LO has not been met. These ticks will come after the LO at the top of the page.

Reaching greater depth

The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the highest attainers to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study, but teachers will plan for challenge in every lesson. Across the two-year cycle, children will have the opportunity to demonstrate greater depth.

By the end of a two year cycle, a greater depth child will:

- Complete tasks that demand non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.
- Eloquently articulate their understanding through using theme specific language confidently and independently; presenting information clearly through a range of mediums; and engage in self-directed learning.
- Use their thematic knowledge in their writing lessons.
- Use metacognition and talking about the learning process to complete tasks.
- Enter trust competitions.
- Be encouraged to participate in local events e.g., Keynsham Winter Festival, art competitions.
- Have mostly two ticks next to each lesson objective.

We can enable them by:

- Providing stem sentences to scaffold deep thinking.
- Open-ended questions to spark further exploration.
- Visit local/ school library for independent research.
- Using technology to enhance learning.

Assessment

Formative Assessment

Each lesson, teachers mark against the learning objective (LO) if work has been completed in a book. In odd year groups the LO begins with 'basic' terminology, whilst in even year groups there are two LOs: one at an 'advancing' level and one at a 'deep' level. LOs are double ticked by the teacher when fully met, ticked once when partially met and a dot to show that the LO has not been met. These ticks will come after the LO at the top of the page. We would expect children working at greater depth to have two ticks against most of the 'deep' LOs. This system is used by teachers when making judgements at assessment points. Children will be revisiting key knowledge frequently through retrieval activities.

Summative Assessment

At the end of the year, the class teacher enters their teacher judgement for each foundation subject onto Insight, informed by the children's work, homework and participation throughout the year. They are given the following grade:

- 1 – WTS (Working towards the expected standard)
- 2 – EXS (Working at the expected standard)
- 3 – GD (Working at greater depth)

Curriculum leaders then use this data to inform curriculum action plans.