



**BARNSTON PRIMARY SCHOOL KEY STAGE 1 AND 2 NEW CURRICULUM OVERVIEW FROM SEPTEMBER 2014 ONWARDS**

**School Subject: CREATIVE CURRICULUM/HISTORY/GEOGRAPHY (Incorporates additional English, Mathematical Application, Problem Solving, ICT and Social Skills and Communication).**

\*The underlined is the cycle 1 Sept 2014, & cycle 2 is September the following year and back to cycle 1 Sept 2016, cycle 2 Sept 2017, cycle 1 2018 etc. In addition, please see the medium term plans for the creative curriculum in each year group – more detail still can be requested from the class teachers.

	<u>Autumn Cycle 1</u>	<u>Autumn Cycle 2</u>	<u>Spring Cycle 1</u>	<u>Spring Cycle 2</u>	<u>Summer Cycle 1</u>	<u>Summer Cycle 2</u>
<b>F2 Yearly cycles</b>	<b>Getting to Know you All About Me Humpty Dumpty</b>	<b>Incy Wincy Spider Celebrations</b>	<b>Goldilocks Chinese New Year Gingerbread Man</b>	<b>Growing Jasper's Beanstalk</b>	<b>The Naughty Bus Health Week</b>	<b>Moving On Whales - facts</b>
<b>Year 1/2</b>	<p><b>Fire</b></p> <p>Focus on Fire of London. Differences in the way and use stories to get historical facts across of life then and now. Talk about why this is a significant event. Use parts of stories to demonstrate they understand key features. Use chronology to develop an awareness of the past and the passing of time. Look at similarities and differences in ways of life at different times.</p>	<p><b>Dinosaurs</b></p> <p>Look in depth at the differences between the way of life then and now. They physical landscape and how the landscape has developed over time. Discuss why dinosaurs became extinct – what are the causes of extinction – compare to modern world. Discuss creatures on the verge of extinction.</p> <p>Understand how humans made settlements in the Dinosaur era and how they survived etc.</p>	<p><b>Castles</b></p> <p>Why were they built? What significance have they to our heritage? Use of story books. Difference between fact/fiction. How do we know?</p> <p>Human settlements, key features and compare to other key geographical features eg beach, cliff, forest, hill, mountain, ocean, vegetation.</p> <p>Use aerial photographs to recognise landmarks and physical features built by humans – construct a simple key.</p>	<p><b>Pirates</b></p> <p>Looking at the era this happened. Why did it? Does it happen today in certain parts of the world? Why? Compare historical world with the modern world.</p> <p>Devise simple maps and describe locations and features on maps.</p>	<p><b>Oceans &amp; Seas</b></p> <p>In-depth study of Elizabeth I &amp; Christopher Columbus. Looking at events beyond living memory. The significance of the first aeroplane flights across the ocean and how these were comemmorated through festivals or anniversaries. Name and locate the 7 continents and the 5 oceans – compare United Kingdom and a small area on a contrasting non-European country – name, located and identify characteristics of the 4 countries and capitals of the UK. Identify weather patterns, poles and equator.</p>	<p><b>Famous People</b></p> <p>Include grandparent's memories of famous people leading into changes they remember within living memory. Look at LS Lowry &amp; Florence Nightingale. Neil Armstrong &amp; William Caxton – how they have contributed to National and International events.</p>

<p><b>Year 3/4</b></p>	<p><b>A Local Study</b></p> <p>Little Moreton Hall local study focusing on the Tudors and Stuarts – a study of an aspect of history site dating from a period beyond 1066 that is significant in our locality.</p>	<p><b>Romans</b></p> <p>Look at the Roman Empire and the impact on Britain. Julius Caesar's invasion and the power of its army – British resistance – look at Boudicca and success of Hadrian's wall and the success of the invasion and Romanisation after invasion.</p>	<p><b>Earthquakes And volcanoes</b></p> <p>Use maps and atlases, globes and digital mapping to locate countries where earthquakes and volcanoes occur. Maps of Europe, Russia, N and S America and locating earthquakes and volcanoes – major cities and how this would affect/has affected settlements.</p>	<p><b>Saxons</b></p> <p>Britain's settlement by Anglo Saxons and Scots – the Roman withdrawal from Britain and the fall of the western Roman Empire. The Scots invasion from Ireland to north Britain – Anglo Saxon settlements and culture.</p>	<p><b>Rainforests</b></p> <p>Identify the position of latitude, longitude, equator, N and S Hemisphere, the tropics, Arctic and Antarctic circles, the Prime/Greenwich meridian and time zones to provide an understanding of different climates and time zones. Where do rainforests exist – map work. Idea climate in relation to equator etc.</p>	<p><b>Vikings</b></p> <p>The Viking and Anglo Saxon struggle for England to the time of Edward the confessor including Viking raids and invasion, resistance by Alfred the Great. In addition, further Viking invasions and Anglo Saxon law, ending with the death of Edward the Confessor in 1066.</p>
<p><b>Year 5/6</b></p>	<p><b>A Study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 – the war years and Britain since the end of WW2.</b></p> <p>Emphasis of the significant turning point in British history during the war and post war with regard to the countries achievements, management of the war situation and how it shaped the country's future.</p>	<p><b>Egyptians</b></p> <p>The achievements of this early civilisation, an overview of where and when the first civilisations appeared and then an in-depth study of the Ancient Egyptians.</p>	<p><b>A non-European Society study 900 AD – 1300 – Mayan</b></p> <p>A look at the contrast between Mayan civilisation and British civilisation. Look at early civilisation and the contrasts between this non-European society and Britain at that time.</p>	<p><b>Ancient Greece</b></p> <p>A study of the Greek era – changes in Life and achievements and their influence on the western world. A look at Greek culture, education, leisure and how this influence grew across the world.</p>	<p><b>Royden Park/Thurstaston and local area Geography field study</b></p> <p>Locate the counties and cities of the UK, geographical regions and identify the human and physical characteristics and understand how some have changed over time.</p> <p>Understand geographical similarities and differences through human and physical geography of this region – compare with a European region and N or S American region.</p>	<p><b>Stone Age to Iron</b></p> <p>Look at Stonehenge and technology and travel and Bronze age religion. Iron Age hill forts, tribal kingdoms, farming and culture.</p> <p><b>A Local Study - Local river study Glyn Ceiriog Village</b></p> <p>Observe, measure, record and present the human and physical features of the village and river – sketch maps, plans, graphs and digital technologies. Describe key aspects of rivers. Discuss the source of rivers – map of mountains and river sources and the water cycle. Use 8 points of compass and 4 and 6 figure grid references.</p>

<b>KS 1 continuous history</b>	<p>Ask historical questions effectively. Compare aspects of life in different periods. Use stories effectively to highlight the key features of events. Build up and use a wide bank of historical vocabulary. Use phrases to show an awareness of the passing of time. How do we find out about the past? Sources? Historical evidence from these to think like an historian. <b>The children must not just learn historical facts, they must be taught to think like an historian and they will communicate their knowledge in a variety of ways.</b></p>	<b>KS 1 &amp; 2 Continuous geography</b>	<p>Discuss locational knowledge at every opportunity across the curriculum and contrast places according to their geographical features, understanding similarities and differences. Incorporate field study wherever possible describing human and physical features and learn to read maps to age related expectations.</p>	<b>KS 2 continuous history</b>	<p>Develop a secure understanding and knowledge of chronology. Refer to how it all fits together constantly and use the timelines to add their own responses. Use historical terms when discussing periods in history. Ask historical questions continuously. Examine and know specific aspects of history. Use their growing knowledge at all times to relate to different contexts eg. Religious, social, cultural. Use stories to demonstrate connections and contrasts over time. Look at sources of history – differences/evidence. <b>The children must not just be taught historical facts; they must be taught to think like an historian. Our children devise the historical questions</b></p>
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### Why are we teaching this and when are we teaching it?

We have incorporated the new curriculum for History and Geography into our already existing Creative Curriculum. In KS 1 we have not made any changes to the topics, only the content, whereas in KS 2 we have made some topic changes. We have 12 creative curriculum topics in KS 2 (with 2 as a week block), over a 2 year rolling programme, therefore, we have decided to keep the Tudors and Stuarts. The decision to keep these as an additional extra goes beyond the history statutory requirements. We incorporate English, Maths and ICT into our creative curriculum and these are crucial to our overall high standards and the children enjoy and benefit from the Social Communication and interaction.

Our Creative Curriculum runs most afternoons, with Science, Music, PE/Games, Dedicated ICT lessons, RE and DT standing alone outside of this (unless it fits into the topic eg. DT may fit in at times). Where it fits in, Modern Foreign Languages are incorporated into the Creative Curriculum or morning maths lessons.

The Creative Curriculum topics are mainly History/Geography based and is taught with this in mind. The children lead at the beginning of the topic by asking historical/geographical questions they want answered during the topic - the planning then follows that historical/geographical enquiry, with the children taking ownership of that enquiry.

### How do we propose to assess the Creative Curriculum?

We will look at the progression from the end of KS1 to the end of KS2 in terms of progress in the children's ability to ask perceptive questions, think critically, weigh evidence and create arguments to develop perspective and judgement. Book scrutiny/lesson observations/drop ins/planning and assessments during and after the lesson will track this progress and make sure that the children are moving from the basics to being adept in all of the areas by year 6. Children will also add their evidence and arguments to a custom made historical timeline – large version in the school corridor and smaller versions in each classroom. The version in the corridor will hold enough space for A4 responses from the children. Others will constantly visit this time line and the time lines within their classrooms, to make sure that they understand chronology and to read each other's arguments, enquiries and interpretations. The teachers will also be using Bloom's Taxonomy to push higher order thinking in relation to historical enquiry and geographical knowledge and understanding. Assessments will be made during each lesson to inform medium term and short term planning and summative assessments will be made termly against the New Curriculum Programmes of Study.