



# Geography and History Policy

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Governor Role	Chair

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## Vision

Our vision is for our pupils to have a wide breadth of knowledge of world history and geography, combined with historical and geographical skills that support all our learners to have a long-term memory of an ambitious body of semantic knowledge.

## Curriculum intent

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.

Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

For each of the threshold concepts, three milestones, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provide a progression model.

Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

The diagram below shows:

- threshold concepts - the big ideas that form the basis for the subject schema
- milestones - the goals that students should reach at the end of a two-year period
- knowledge categories - the facets of each threshold concept that help to strengthen the schema.





Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative





thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able 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.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Also as part of our progression model we use POP tasks (Proof of Progress) which show our curriculum expectations in each cognitive domain.

### Example of cognitive domains and POP tasks.

#### POP tasks: Milestone 3 – The Ancient Greeks

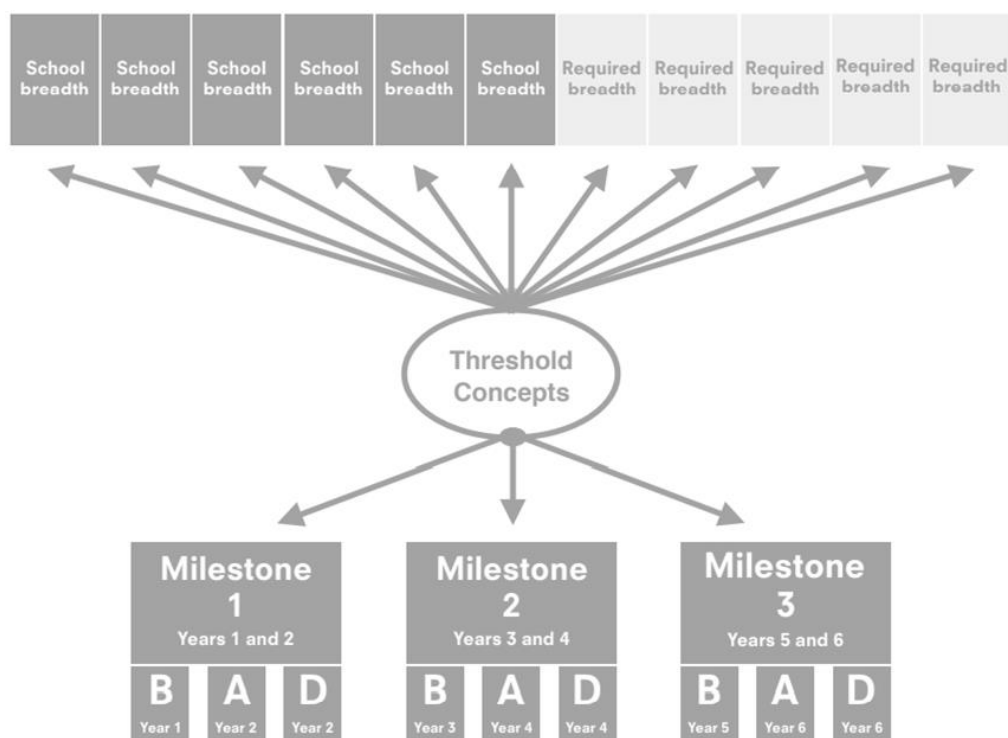
Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <b>Main events</b>	<ul style="list-style-type: none"> <li>Describe what is meant by the word 'influential'.</li> <li>Who eventually conquered the Greeks? When did this happen?</li> <li>Label a timeline with important dates from Ancient Greek history. Use historical language to add detail.</li> <li>What are some of the legacies of Ancient Greece?</li> </ul>	<ul style="list-style-type: none"> <li>Are Homer's Iliad and Odyssey reliable sources of historical evidence?</li> <li>Provide a <b>chronology</b> of important events in Ancient Greek history. How do they <b>compare</b> to another civilisation you know about?</li> <li>Give an <b>overview</b> of the Trojan War and the Siege of Troy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Investigate</b> the three generations of Greek gods. Develop a family tree that explains the relationship between them.</li> <li><b>True or false?</b> The Ancient Greek city-states fought each other regularly. <b>Prove</b> your answer is correct.</li> <li><b>Do you agree?</b> The Trojan War was a myth not an historical event. Include a testable hypothesis in your <b>analysis</b>.</li> </ul>
 <b>Artefacts</b>	<ul style="list-style-type: none"> <li>List some uses for Greek pottery.</li> <li><b>Describe</b> how artefacts and remains help historians understand daily life in ancient times.</li> <li>What does an architect do?</li> <li><b>Describe</b> what is meant by the word 'reliable'.</li> </ul>	<ul style="list-style-type: none"> <li>What <b>observations</b> can you make about different types of Greek pottery?</li> <li>Use suitable historical sources to <b>compare</b> and <b>contrast</b> Ancient Greek religion with Ancient Roman religion.</li> <li><b>Suggest</b> some artefacts that could be used to find out about Greek culture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Investigate</b> the famous Greek epics, 'The Iliad' and 'The Odyssey'. <b>Explain</b> why they are an important source of evidence.</li> <li><b>Do you agree?</b> All historical sources are a type of propaganda.</li> </ul>
 <b>Culture and pastimes</b>	<ul style="list-style-type: none"> <li><b>Describe</b> what is meant by the word 'myth'.</li> <li><b>Name</b> some of the Olympians.</li> <li>Using a map, <b>identify</b> significant theatres in Greece.</li> <li>List some Greek myths and legends.</li> </ul>	<ul style="list-style-type: none"> <li>Give an <b>overview</b> of significant Greek myths and legends. <b>Why</b> were they significant?</li> <li><b>Organise</b> information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.</li> </ul>	<ul style="list-style-type: none"> <li><b>Investigate</b> the history of the Olympics.</li> <li><b>True or false?</b> The Greeks were interested in the idea of physical perfection. <b>Justify</b> your answer.</li> <li><b>Investigate</b> the golden ratio.</li> </ul>
 <b>Society</b>	<ul style="list-style-type: none"> <li><b>Describe</b> what is meant by the words 'civilisation' and 'government'.</li> <li><b>Create</b> a timeline that explains how democracy has been used over the course of history.</li> </ul>	<ul style="list-style-type: none"> <li><b>Explain</b> the influence of Ancient Greeks on modern political systems.</li> <li><b>Explain</b> what a city-state is.</li> <li><b>Organise</b> information about Ancient Greek systems of government.</li> </ul>	<ul style="list-style-type: none"> <li><b>True or false?</b> All Ancient Greek city-states used the same systems of government. <b>Prove</b> you are correct.</li> <li><b>Investigate</b> a Greek city-state other than Athens.</li> </ul>
 <b>Settlements</b>	<ul style="list-style-type: none"> <li>List examples of buildings that have been inspired by Greek architecture.</li> <li><b>Name</b> some famous Greek buildings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Compare</b> and <b>contrast</b> the Parthenon in Athens with the Pantheon in Rome.</li> <li><b>Explain</b> the characteristic features of Greek architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Find <b>evidence</b> that Greek architecture is still popular today.</li> </ul>





### Diagram of our curriculum intent



### Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps students to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.





Long term plans

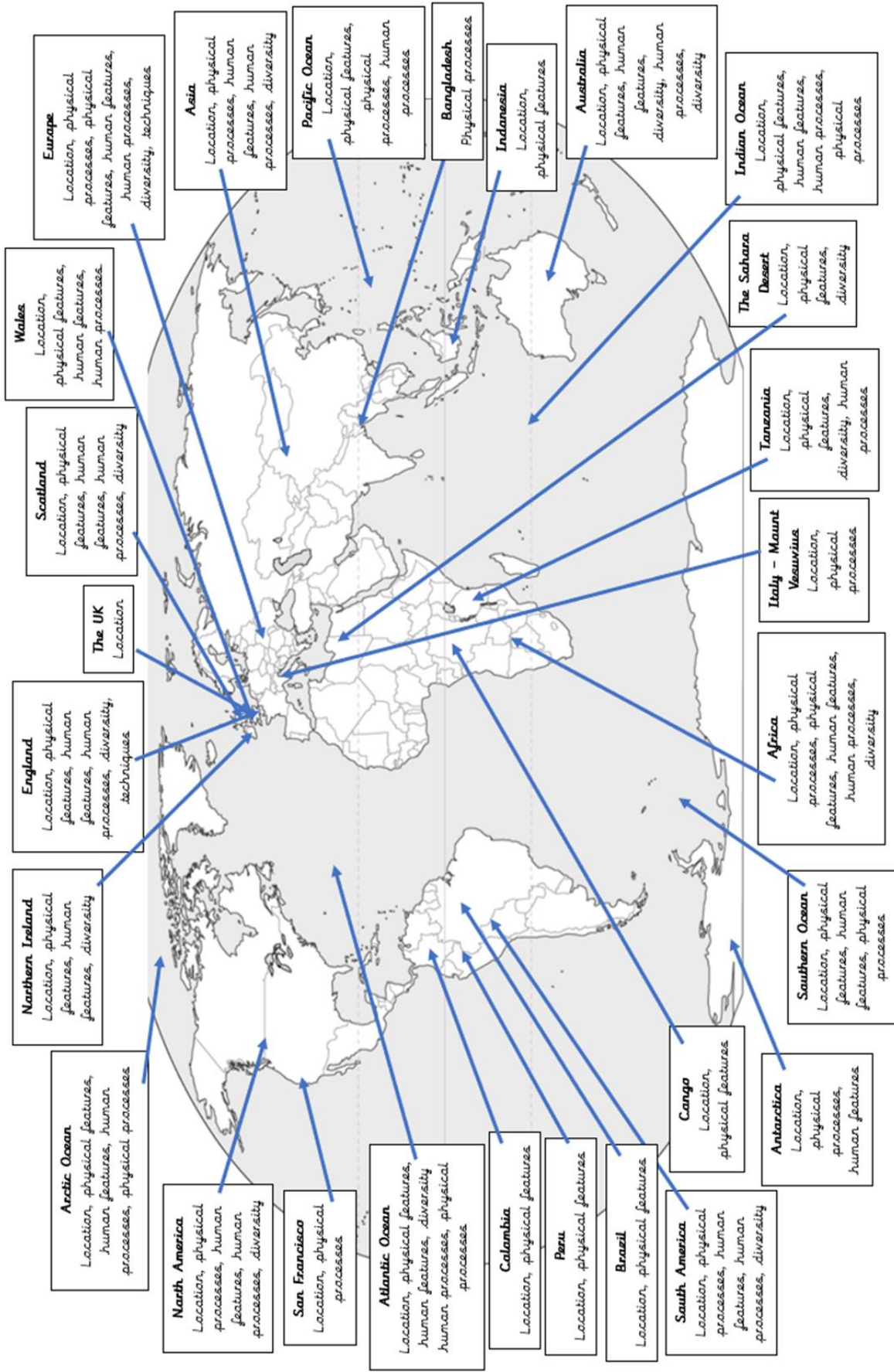
Geography Long term plan

Geography - Long term plan				
Autumn		Spring		Summer
Year 1/2		Year 3/4		Year 5/6
Describing maps of the world		Describing maps of the world		Using maps: Features
The UK		Europe		Using maps: Four-figure grid references
England		Europe: Population		Using maps: Six-figure grid references
Scotland		Europe: Rivers		Ocean currents
Wales		Europe: Mountains		Tropical rainforest biome
Northern Ireland		Landscapes: Weathering		Temperate deciduous forest biome
England: London		Landscapes: Rivers		Desert biome
England: Newcastle Upon Tyne		Landscapes: Mountains		Tundra Biome
Scotland: Edinburgh		Erosion and deposition: Rivers		Taiga Biome
Wales: Cardiff		Erosion and deposition: Coasts		Grassland biome
Northern Ireland: Belfast		Erosion and deposition: Management		Savannah biome
Continents and Oceans		Transportation: Cities		Marine biome
Climate		Transportation: National		Freshwater biome
Weather		Transportation: International		Ice biome
Australia		International Trade: Food		North America
Australia: Aboriginal people		International Trade: Natural resources		North America: Population
Australia: Animals		International Trade: Tourism		North America: Rivers
Australia: Great Barrier Reef		Earthquakes and volcanoes: Plate tectonics		North America: Rivers
Australia: Sydney		Earthquakes and volcanoes: The Pacific Ring of Fire		North America: Mountains
Australia: Daintree Rainforest		Earthquakes and volcanoes: Impact		South America
		The Water Cycle: the cycle		South America: Population
		The Water Cycle: Clouds and precipitation		South America: Rivers
		Climate Change		South America: Mountains





Where will geography at Loxdale take you?





History long term plan

History - Long term plan				
Autumn		Spring		Summer
Year 1/2		Year 3/4		Year 5/6
Christopher Columbus		The Stone Age		The Ancient Greeks
William Shakespeare		The Bronze Age		The Aztecs
Jethro Tull		The Iron Age		The Maya
Grace Darling		The Iron Age		Early Islamic Civilisation
Queen Victoria		The Roman Empire		The Kingdom of Benin
Florence Nightingale		The Anglo-Saxons		Alexander the Great
Marie Curie		The Vikings		Explorers
Emily Davison		Ancient Egypt		Explorers
Rosa Parks				The Tudors
John F Kennedy				The Victorian Era
Martin Luther King Jr				The Second World War
Queen Elizabeth II				
Neil Armstrong				
Tim Berners-Lee				
The Battle of Hastings				
The Plague (Black Death)				
The Printing Press				
The Spanish Armada				
The Gunpowder Plot				
The Great Fire of London				
The Steam Engine				
The American Revolution				
The Industrial Revolution				
The Invention of Radio				
The First Flight				
The First World War				
The Moon Landing				







Medium term plans

Autumn medium term plan

Autumn Term Geography (green), History (orange)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Describing maps of the world (1hr) The UK (1hr)	Describing maps of the world (1hr) The UK (1hr)	Describing maps of the world Europe (1hr)	Describing maps of the world Europe (1hr)	Using maps: Features (1hr) Using maps: Four-figure grid references (1hr)	Using maps: Features (1hr) Using maps: Four-figure grid references (1hr)
Wk 2	Christopher Columbus (1hr) William Shakespeare (1hr)	Christopher Columbus (1hr) William Shakespeare (1hr)	The Stone Age (2hrs)	The Stone Age (2hrs)	The Ancient Greeks (2hrs)	The Ancient Greeks (2hrs)
Wk 3	England (2hrs)	England (2hrs)	Europe: Population (1hr) Europe: rivers (1hr)	Europe: Population (1hr) Europe: rivers (1hr)	Using maps: Four-figure grid references (1hr) Using maps: Six-figure grid references (1hr)	Using maps: Four-figure grid references (1hr) Using maps: Six-figure grid references (1hr)
Wk 4	Jethro Tull (1hr) Grace Darling (1hr)	Jethro Tull (1hr) Grace Darling (1hr)	The Stone Age (2hrs)	The Stone Age (2hrs)	The Ancient Greeks (1hr) The Aztecs (1hr)	The Ancient Greeks (1hr) The Aztecs (1hr)
Wk 5	Scotland (2hrs)	Scotland (2hrs)	Europe: Mountains (1hr) Landscapes: weathering (1hr)	Europe: Mountains (1hr) Landscapes: weathering (1hr)	Using maps: Six-figure grid references (1hr) Ocean currents (1hr)	Using maps: Six-figure grid references (1hr) Ocean currents (1hr)
Wk 6	Queen Victoria (1hr) Florence Nightingale (1hr)	Queen Victoria (1hr) Florence Nightingale (1hr)	The Bronze Age (2hrs)	The Bronze Age (2hrs)	The Aztecs (2hrs)	The Aztecs (2hrs)
Wk 7	Wales (2hrs)	Wales (2hrs)	Landscapes: Rivers (2hrs)	Landscapes: Rivers (2hrs)	Tropical rainforest biome (1hr) Temperate deciduous forest biome (1hr)	Tropical rainforest biome (1hr) Temperate deciduous forest biome (1hr)
Wk 8	Marie Curie (1hr) Emily Davison (1hr)	Marie Curie (1hr) Emily Davison (1hr)	The Bronze Age (2hrs)	The Bronze Age (2hrs)	The Aztecs (1hr) The Maya (1hrs)	The Aztecs (1hr) The Maya (1hrs)
Wk 9	Northern Ireland (2hrs)	Northern Ireland (2hrs)	Landscapes: Mountains (2hrs)	Landscapes: Mountains (2hrs)	Desert biome (1hr) Tundra Biome (1hr)	Desert biome (1hr) Tundra Biome (1hr)
Wk 10	Rosa Parks	Rosa Parks	The Iron Age (2hrs)	The Iron Age (2hrs)	The Maya (2hrs)	The Maya (2hrs)





## Spring medium term plan

Spring Term Geography (green), History (orange)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	England: London (1hr)	England: London (1hr)	Erosion and deposition: Rivers (1hr)	Erosion and deposition: Rivers (1hr)	Taiga Biome (1hr)	Taiga Biome (1hr)
	England: Newcastle Upon Tyne (1hr)	England: Newcastle Upon Tyne (1hr)	Erosion and deposition: Coasts (1hr)	Erosion and deposition: Coasts (1hr)	Grassland biome (1hr)	Grassland biome (1hr)
Wk 2	John F Kennedy (1hr)	John F Kennedy (1hr)	The Iron Age (2hrs)	The Iron Age (2hrs)	Early Islamic Civilisation (2hrs)	Early Islamic Civilisation (2hrs)
Wk 3	Scotland: Edinburgh (1hr)	Scotland: Edinburgh (1hr)	Erosion and deposition: Management (2hrs)	Erosion and deposition: Management (2hrs)	Savannah biome (1hr)	Savannah biome (1hr)
	Wales: Cardiff (1hr)	Wales: Cardiff (1hr)			Marine biome (1hr)	Marine biome (1hr)
Wk 4	Martin Luther King Jr (1hr)	Martin Luther King Jr (1hr)	The Roman Empire (2hrs)	The Roman Empire (2hrs)	Early Islamic Civilisation (1hr)	Early Islamic Civilisation (1hr)
	Queen Elizabeth II (1hr)	Queen Elizabeth II (1hr)			The Kingdom of Benin (1hr)	The Kingdom of Benin (1hr)
Wk 5	Northern Ireland: Belfast (1hr)	Northern Ireland: Belfast (1hr)	Transportation: Cities (2hrs)	Transportation: Cities (2hrs)	Freshwater biome (1hr)	Freshwater biome (1hr)
	Continents and Oceans (1hr)	Continents and Oceans (1hr)			Ice biome (1hr)	Ice biome (1hr)
Wk 6	Neil Armstrong (1hr)	Neil Armstrong (1hr)	The Roman Empire (2hrs)	The Roman Empire (2hrs)	The Kingdom of Benin (2hrs)	The Kingdom of Benin (2hrs)
	Tim Berners-Lee (1hr)	Tim Berners-Lee (1hr)				
Wk 7	Continents and Oceans (1hr)	Continents and Oceans (1hr)	Transportation: National (1hr)	Transportation: National (1hr)	North America (1hr)	North America (1hr)
	Climate (1hr)	Climate (1hr)	Transportation: International (1hr)	Transportation: International (1hr)	North America: Population (1hr)	North America: Population (1hr)
Wk 8	The Battle of Hastings (1hr)	The Battle of Hastings (1hr)	The Anglo-Saxons (2hrs)	The Anglo-Saxons (2hrs)	Alexander the Great (2hrs)	Alexander the Great (2hrs)
	The Plague (Black Death) (1hr)	The Plague (Black Death) (1hr)				
Wk 9	Weather (2hrs)	Weather (2hrs)	International Trade: Food (1hr)	International Trade: Food (1hr)	North America: Population (1hr)	North America: Population (1hr)
			International Trade: Natural resources (1hr)	International Trade: Natural resources (1hr)	North America: Rivers (1hr)	North America: Rivers (1hr)
Wk 10	The Printing Press (1hr)	The Printing Press (1hr)	The Anglo-Saxons (2hrs)	The Anglo-Saxons (2hrs)	Alexander the Great (1hr)	Alexander the Great (1hr)
	The Spanish Armada (1hr)	The Spanish Armada (1hr)			Explorers (1hr)	Explorers (1hr)





## Summer medium term plan

Summer Term Geography (green), History (orange)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Australia (2hrs)	Australia (2hrs)	International Trade: Tourism (1hr) Earthquakes and volcanoes: Plate tectonics (1hr)	International Trade: Tourism (1hr) Earthquakes and volcanoes: Plate tectonics (1hr)	North America: Rivers (1hr) North America: Mountains (1hr)	North America: Rivers (1hr) North America: Mountains (1hr)
Wk 2	The Gunpowder Plot (1hr)	The Gunpowder Plot (1hr)	The Vikings (2hrs)	The Vikings (2hrs)	Explorers (1hr) The Tudors (1hr)	Explorers (1hr) The Tudors (1hr)
Wk 3	Australia: Aboriginal people (2hrs)	Australia: Aboriginal people (2hrs)	Earthquakes and volcanoes: Plate tectonics (1hr) Earthquakes and volcanoes: The Pacific Ring of Fire (1hr)	Earthquakes and volcanoes: Plate tectonics (1hr) Earthquakes and volcanoes: The Pacific Ring of Fire (1hr)	North America: Mountains (1hr) South America (1hr)	North America: Mountains (1hr) South America (1hr)
Wk 4	The Great Fire of London (1hr) The Steam Engine (1hr)	The Great Fire of London (1hr) The Steam Engine (1hr)	The Vikings (2hrs)	The Vikings (2hrs)	The Tudors (2hrs)	The Tudors (2hrs)
Wk 5	Australia: Animals (2hrs)	Australia: Animals (2hrs)	Earthquakes and volcanoes: Impact (2hrs)	Earthquakes and volcanoes: Impact (2hrs)	South America: Population (2hrs)	South America: Population (2hrs)
Wk 6	The American Revolution (1hr) The Industrial Revolution (1hr)	The American Revolution (1hr) The Industrial Revolution (1hr)	Ancient Egypt (2hrs)	Ancient Egypt (2hrs)	The Victorian Era (2hrs)	The Victorian Era (2hrs)
Wk 7	Australia: Great Barrier Reef (2hrs)	Australia: Great Barrier Reef (2hrs)	The Water Cycle: the cycle (1hr) The Water Cycle: Clouds and precipitation (1hr)	The Water Cycle: the cycle (1hr) The Water Cycle: Clouds and precipitation (1hr)	South America: Rivers (2hrs)	South America: Rivers (2hrs)
Wk 8	The Invention of Radio (1hr) The First Flight (1hr)	The Invention of Radio (1hr) The First Flight (1hr)	Ancient Egypt (2hrs)	Ancient Egypt (2hrs)	The Victorian Era (1hr) The Second World War (1hr)	The Victorian Era (1hr) The Second World War (1hr)
Wk 9	Australia: Sydney (1hr) Australia: Daintree Rainforest (1hr)	Australia: Sydney (1hr) Australia: Daintree Rainforest (1hr)	Climate Change (2hrs)	Climate Change (2hrs)	South America: Mountains (2hrs)	South America: Mountains (2hrs)
Wk 10	The First World War (1hr) The Moon Landing (1hr)	The First World War (1hr) The Moon Landing (1hr)			The Second World War (2hrs)	The Second World War (2hrs)





## Early Years

In Early Years at Loxdale, we cover history and geography through our 'Understanding the World'. In Nursery, we begin to make sense of the children's own life story and family history and begin to understand the need to respect and care for the natural environment. We also begin to explore different countries in the world and talk about the differences and similarities between them. In Reception, we compare and contrast characters from stories including figures from the past. We begin to look at life in this country and in others. We recognise some environments that are different from the one in which we live. Through this journey, children gain knowledge about the big wide world, including continents and countries, we learn about famous explorers and their expeditions and also how life has changed throughout the years.

Nursery					
Term	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change	People Who Help Us	Bears, Bears, Bears!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to story time **  Nursery Rhymes Goldilocks and the three bears The Gingerbread Man	The Colour Monster  *With additional stories from Reading Long Term Plan	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip How to grow a dinosaur	Range of non-fiction texts	Everywhere Bear We're Going on a Bear Hunt Paddington
<b>UTW</b>	*Use all their senses in hands on exploration of natural materials. *Explore collections of materials with similar and/or different properties.	*Begin to make sense of their own life-story and family's history. *Continue to develop positive attitudes about the differences between people.	*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and animal. *Begin to understand the need to respect and care for the natural environment. *Talk about the differences between materials and changes they notice.	*Show an interest in different occupations. *Explore how things work. *Explore and talk about different forces they feel.	*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception					
	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Topics	All about Me!	Tell me a Story	The Big Wide World	Crazy Construction	Water, Water, Everywhere!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to Reception story time **  How to fill a bucket Only one me Unicorn ...	Supatato The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood	Three Little Pigs Katie in London  The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish
<b>UTW</b>	*Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Understand the effect of changing seasons on the natural world around them. *Describe what they see, hear and feel whilst they are outside.	*Compare and contrast characters from stories, including figures from the past. *Recognise that people have different beliefs and celebrate special times in different ways. *Understand that some places are special to members of their community.	*Recognise some environments that are different to the one in which they live. *Explore the natural world around them.*Draw simple information from a map.	*Comment on images of familiar situations in the past.	ELG statements






Structure of lessons

Lesson across all year groups will follow an identical structure, this will allow our pupils to be fully immersed in the acquisition of knowledge, rather than focusing on learning the routines of lessons as they move from year to year.


Each lesson will follow this structure outlined below.


Monday 1st November 2021  
**WILE:**


Vocabulary  Vocabulary


**united:** joined together  
**union:** the joining together of different groups  
**monarchy:** the king or queen and royal family  
**democratic:** relating to a form of government in which people choose the leaders by voting  
**government:** the group of people who make the laws in a country  
**archipelago:** a group of islands


Today's key concepts


  
 Location


  
Physical features


  
Human features

  
Diversity

  
Physical processes

  
Human processes

  
Techniques

  
 Vocabulary

How staff share the vocabulary will depend on their year group, the children's prior knowledge and the lesson.

Staff will remind pupils of the key concepts, highlighting the key concepts that will be the focus of the day's lesson.

<u>Last Lesson</u>	<u>Last Month</u>
<u>Last term</u>	<u>Last Year</u>

RECALL ALERT!

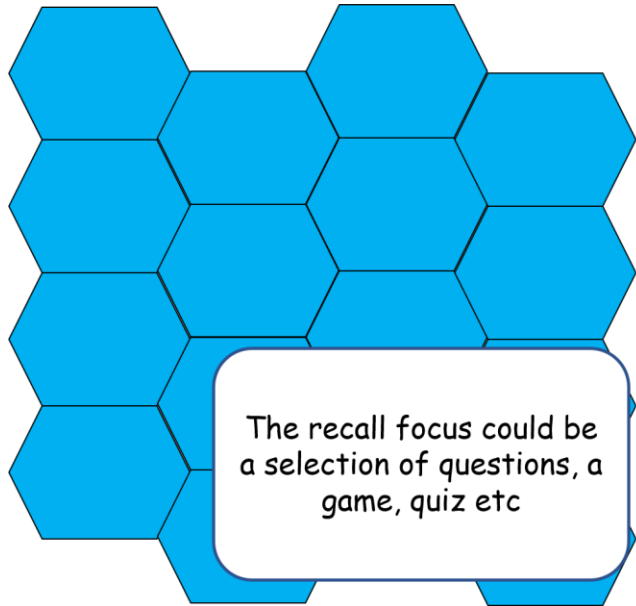
Each lesson will begin with a recall focus, how this is presented to pupils is varied across the year and appropriate to the pupils.





# BLOCKBUSTERS

Pick a letter on the left to start and then try to make your way over to the right-hand side. You are only able to move to the side.



The recall focus could be a selection of questions, a game, quiz etc

# PREVIOUSLY ON...

An opportunity to recall information from the previous lesson will be made within each session.





*Today's knowledge*

Here staff will insert the information they wish to share with the children.

*Today's learning task*

Here staff will share with the pupils what their independent task will be. All children will work towards the same outcome. The teacher will decide who needs support/scaffold as the lesson progresses.

*Extension*

**Discrete differentiation!**



# TAKE-AWAY

What key knowledge do you want the children to leave this lesson with?  
Here is an opportunity for either staff to review key knowledge or for the pupils to share their takeaways.

## Golden sentence(s)

Before the great fire of London houses were \_\_\_\_\_.

After the Great Fire of London houses were \_\_\_\_\_.

Explain the impact the first world war had on women's rights.



Golden sentences will allow pupils to consolidate and review the key knowledge from the lesson.

## Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.

We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We use comparative judgement in two ways: in the tasks we set (POP tasks) and in comparing a student's work over time.







We use lesson observations to see if the pedagogical style matches our depth expectations.


### Assessment

Each milestone is accompanied by descriptions of end goals, these end goals will become familiar to pupils through targets. Pupils will be made aware of the learning they are working towards each lesson through their WILF, these targets can be used by pupils as a self or peer assessment tool. Staff will use these targets to assess pupils' progression, in addition to this each pupil will undertake a half-termly assessment, comprised of five geography and five history questions. These questions will be a review of the knowledge imparted previously; staff will build these assessments using the questions outlined within the POP tasks.

### Examples of milestone end goals

Investigate places	Investigate patterns	Communicate geographically
<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:                         <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>

### Example of pupil targets

<i>Milestone 3 – Year 5 and Year 6</i>	
<i>Investigate and interpret the past</i>	
	
H1	<i>Use sources of evidence to deduce information about the past.</i>
H2	<i>Select suitable sources of evidence, giving reasons for choices.....</i>
H3	<i>Use sources of information to form testable hypotheses about the past.....</i>
H4	<i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i>
H5	<i>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.....</i>
H6	<i>Understand that no single source of evidence gives the full answer to questions about the past.....</i>
H7	<i>Refine lines of enquiry as appropriate.</i>

