



# What do 'History and Geography' look like at Adswood Primary?



## 1. Curriculum mapping

Geography Overview 2024-25					
	EYFS	Year 1/ Year 2	Year 3/ Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> <li>Show interest in different occupations</li> <li>Continue developing positive attitudes about the differences between people</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>Draw information from a simple map</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Recognise some environments that are different from the one in which they live</li> </ul>	How would world my life be if I lived in a small village in Kenya? Would you discover rubber tree in South Africa or Stockport? (Contexts and access)	How are mountains formed and what causes an earthquake, tsunami or volcano? What makes the world angry?	What do we know about North America and what is its main geographical feature?	What do we know about North America and what is its main geographical feature?
Spring		Why do we love to be beside the water? (Human and Physical features of a locality)	Why is London such a cool place to live? Why is London the capital city of the UK?	What is Farnside and why should it matter to all of us?	How do maps help us to find our way around?
Summer		(Local area-Greater Manchester)	Why is the River Mersey so important to Stockport? (Including rivers in the UK-Greater Manchester)	How has land use and industry changed over time-Greater Manchester	To what extent is human responsible for climate change-Greater Manchester

History Overview 2025-26					
	EYFS	Year 1/ Year 2	Year 3/ Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and to enjoy a history</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	Why do we have Castles?	How did Britain change between the beginning of the Stone age and the end of the Iron age? Who first lived in Britain?	Why should we remember, reason and not forget?	Is all the world really a stage?
Spring		How has life changed since my grandparents were young? Is the WU/Abso better than Grandma or Grandad's toys?	What did the ancient Greeks bring to the world? Is Greece full of amazing gods and brave?	Why were the Ancient Egyptians the envy of the world?	When did we create the British Empire?
Summer		Who are the famous Manchester people? Who were the famous Manchester people of the past?	How have our homes changed over time? (Greater Manchester)	How did Britain change between the end of the Roman occupation and 1603? Were the Anglo-Saxons really smashing? Were the Vikings always there?	Why was the Islamic civilisation known as the Golden Age?

Our curriculum has been created for our pupils. We use the Learning Challenge Curriculum and tailor the topics so they link to our local area. Sticky Knowledge is used throughout KS1 and KS2 to ensure coverage. Learning follows a clear sequence in each year group and throughout school. Learning is chronological and to ensure objectives are revisited often via SODA and learning is consolidated Topics are also matched wherever possible to our local history.

Quality First Teaching in all year groups, a range of questioning strategies, teaching non negotiable and the use of weekly SODA, enhance opportunities to develop the skills and knowledge required in the NC and Sticky Knowledge

Our history and geography lessons are planned from our yearly overviews SODAs then allow us to bridge back and revisit learning but also to bridge forward and explore learning that will be covered next year.

Soda week 1  
Wednesday  
History

What can you tell me about your previous learning about the Stone Age?

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Learner voice informs staff that pupils are enjoying their history and geography lessons and are engaged. It This was evident in our most recent OFSTED inspection in November 2019. It also provides pupils suggestions for future lesson planning.

## 2. Learner voice

Learner voice Spring 2023
<p>What have you learned about in history/geography so far this year?</p> <ul style="list-style-type: none"> <li>Abel- Anglo-Saxons; how they lived, the ranks in society</li> <li>Olivia- we have learnt about the Amazon and the people cutting down the trees, how much oxygen there is left</li> <li>Siobhan- we have learnt about Black History month and watched a movie called Hidden Figures</li> <li>Mia- we have learnt about archaeologists and how long it took them to discover the treasures</li> <li>Kayla- we learnt about Nelson Mandela and his legacy</li> <li>Brad- we have learnt about Staffordshire Hoard, it was found by Terry Herbert who wasn't an archaeologist but an amateur metal detectorist</li> <li>Keelah- we've learnt about people who have dug up artefacts and that they try to build them back up into what they were before</li> <li>Maaz- we learnt about the laws and punishments in Anglo-Saxon time and wergild</li> <li>Brair- we learnt about how Anglo-Saxons had different language but some words are used today</li> <li>Lexi- we learnt about the tribes in the Amazon rainforest and one was called the Kayapo</li> <li>Josiah- we learnt about the Anglo-Saxon runes and that the monks wrote things down in the Anglo-Saxon Chronicles</li> <li>Olivia- we have learnt about the Anglo-Saxon punishments like having their hands cut off or the trials by ordeals too</li> <li>Mia- we learnt about apartheid which was a law that meant people had to stay apart because of discrimination</li> </ul>

The curriculum at Adswood is carefully planned and exciting. Pupils told me they enjoy science, history and geography. Leaders have thought carefully about the knowledge they want pupils to learn in each subject and year group. They have worked with teachers to make sure that everyone understands what they should do to help pupils learn well. The curriculum helps pupils to remember and build on previous learning because topics are revisited. For example, pupils learn about electricity in Year 2 and

### 3. Inclusive pedagogy

At Adswood Primary the teaching of **History and Geography is inclusive** through **quality first teaching**. We are following the mastery approach, provision for learners is **age appropriate** and each teacher is required to differentiate their lessons according to their pupil's needs.

All learners at Adswood complete a '**One Page Profile**' to let their staff teams know how they learn best and what support they might need.

We also follow an inclusive program of SODA activities created by myself and Emilie Holland our EAL lead to incorporate more diverse and inclusive history into our school. As history and geography subject lead I am part of our Protected Characteristics Teacher Research Group.

SODA People of the month (Women's History Month): Emmeline Pankhurst

Here are some statues of Emmeline Pankhurst one of which is in Manchester. Which other women do you think deserve a statue? Why?

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 LC: I know the course of The River Mersey.

Can you name three places that the River Mersey passes through?

Which fish are found in the Mersey?

Liverpool Stockport and Sale

carp bream dace

**September**

**John Blanke** - Tudor musician

**Videos to share in assembly:**  
<https://www.bbc.co.uk/programmes/p0114302>

**Links:**  
<https://www.blackhistorymonth.org.uk/article/section/author-and-historians/black-tudors-a-peak-into-the-lives-of-ten-people-of-the-african-diaspora-in-tudor-britain/>  
[https://www.nationalarchives.gov.uk/pathways/blackhistory/early\\_times/blanke.htm](https://www.nationalarchives.gov.uk/pathways/blackhistory/early_times/blanke.htm)  
<https://www.blackpast.org/global-african-history/blanke-john-16th-century/>

**Suggested home learning activities:** What can you find out about the Tudor period? What can you find out about Tudor period instruments? Can you list the Tudor monarchs? John Blanke is one of the only black tudors to have a portrait painted, can you paint your own version?

### 4. Learning environment

There is a designated area for history and geography in each classroom. This is where learners can explore, extend and revisit current learning in history and geography. Each area contains key vocabulary, relevant conceptual and learning challenges that inform the learner of their current learning targets.



## 5. Opportunities to celebrate History and Geography.



The school has been proactive at celebrating History and Geography through competitions, theme weeks and activities across the school. We also entered the Spirit of Normandy Trust competition via the Stockport Veterans Association competition and were nationally recognised. Most recently we entered a poster competition to celebrate Armed Forces Day and the 80<sup>th</sup> Anniversary of the D-Day Landings

We have also conducted as a school various theme weeks such as 'We Are The World Week' which was based around fairtrade and 'Our Planet Earth Week' based around climate change. As a school we have been awarded the Fairware Award which is nationally recognised.

## 6. Cross curricular History and Geography.

We have had exciting **VVE opportunities** where history and geography learning out of school is enhanced. Examples include: Local Walks and theme weeks. Our theme weeks include: What is so 'Great' about Greater Manchester? We are the world week and Our Planet Earth Week.



History and Geography offer great opportunities for extended writing which can link to LCC topics or to VVE activities. Book looks have also shown great examples of cross curricular learning using art and drama. There are also great opportunities to use our local area for fieldwork. As a school we also have half termly art days and many are linked to our history and geography learning.



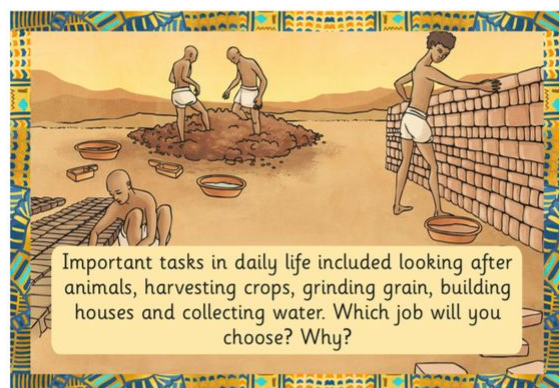
## 7. Learning beyond the classroom

Where possible, we aim to lift History and Geography off the page and bring it to life for our pupils. This can be in the form of outdoor learning and fieldwork or through theme weeks.

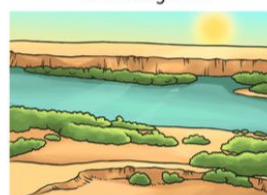


## 8. Challenges to deepen learning

Our school vision, 'Enjoy. Believe. Achieve' is evident through our additional challenges for pupils. Some set verbally as a result of daily formative assessment, others available through 'Challenge' areas within the classroom, we enjoy seeing our pupils challenge themselves to achieve more.



Sumer benefitted from its unique location between the rivers of Tigris and Euphrates. Can you find out about any other places that Sumer had benefitted from from its location? Explain how the geographical location is advantageous.



'Challenge' areas within the classroom are used. We enjoy seeing our pupils challenge themselves even in EYFS they use challenge areas this can also link to life in everyday life.

# 9. Self- Assessment



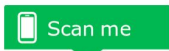
I	Independent learning
TS	Teacher supported learning
V	Verbal feedback
SA	Self-assessment
PA	Peer-assessment
∅	Zero Tolerance targets need to be checked
Green	Learning objective met/correct
Orange	Working towards meeting learning objective
Pink	Learning objective not met/incorrect

Where possible, we aim to allow pupils to self-assess their own work in order for them to see where they have made errors and self correct them. This is displayed in our marking and feedback policy and will be labelled in pupils books as SA. Staff will monitor self-assessment in books.



User name: 903817  
Password: Adswood1

# 10. Staff CPD



In order to provide staff with CPD I joined the Historical and Geographical Association. Each member of staff has a login and I led a staff meeting to demonstrate how to use the websites.

There are also year group and topic specific folders on the staff shared Google Drive filled with useful documents from the Historical and Geographical Associations.



User name: Your email address.

Password: Adswood1 (Unless you have changed your password)



Adswood Staff Drive > Historical Association resources

Folders

Name ↑

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5 and 6

As a subject lead I attend courses led by the LA, cluster and external Feedback from courses is delivered to staff. I have also led a school wide moderation of history and geography where we judged work produced in books against NC targets and sticky knowledge.

Year 2- L McFadyen	Evidence of Sticky Knowledge being taught Presentation Marking Differentiation	<p>Evidence of sticky knowledge being taught: Clear evidence of sticky knowledge being taught. A good range of activities that use cross curricular links. Good examples of map work and knowledge of continents. Excellent timeline work and there is evidence of writing at length in some books.</p> <p>Lovely to see diverse history being taught and the Rosa Parks drama lesson looks perfect for this.</p> <p>Next steps: Greater differentiation Some lessons that focus on the geographical features of the UK though this will be covered later on in the year according to your overview. Keep including diverse and interesting figures in your history lessons.</p>	<ul style="list-style-type: none"> <li>There is some evidence of differentiation. If you would like some support with this please see me and I can give you some ideas.</li> <li>Clear evidence of naming the countries of the U.K.- I like that you have done this in a range of ways including labeling, drawing. Nice to see some examples of extended writing about the UK.</li> <li>Great use of Florence Nightingale as a diverse figure in your history work and some great evidence of extended writing.</li> </ul>
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# 11. Adaptive teaching

As a school we are proud of how experienced our staff are at adaptive teaching for our SEND pupils. We also use these NASEN subject specific documents to support adaptive teaching.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 LC: I know the course of The River Mersey.

Can you name three places that the River Mersey passes through?

Which fish are found in the Mersey?

Liverpool Stockport and Sale

carp bream dace



## SEND in my subject area: Geography

### What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information/meaning of vocabulary	Retrieval questions to be used at the beginning of each lesson and within lessons where suitable Pre-teach to understand vocabulary or subject content	Difficulties using language/expressing themselves	Sentence starters/modelled language  Repetition/stem sentences
Literacy skills – ability to read information e.g. in atlas, difficulties with writing	<u>Key words</u> dual coded on display boards  Writing frames to be used	Difficulties with processing language.	Opportunities to express ideas in various way- not just verbal  Simplified step by step instructions - chunking, learning mats
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Visual difficulties	Ensure documents are enlarged Magnifier used Online resources to zoom in and out	Low self-esteem – often withdraw from challenges	Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible.
Recording information	ICT resources to be used so children can record online Talking tins	Distressed by new experiences or triggered by specific topics	Children to be introduced to area/environment e.g. thorough photos or social story before trips/visits
Other sensory needs	Physical resources e.g. maps, compasses, globes		Ensure content being used in <u>lesson</u> is considered and approached in a sensitive manner.

## 11. Adaptive teaching

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with sensory impairments may find it difficult to observe historical artefacts.</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Day trips to museums or places of historical significance may be difficult.</p>	<p>Teacher / TA support for children during lessons to access artefact observation.</p> <p>Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.</p> <p>When planning school trips ensure facilities are appropriate and accessible for all children.</p>	<p>If children believe they cannot be successful in class they may become frustrated and withdraw.</p> <p>Children may find certain lessons upsetting or triggering (for example lessons about war)</p>	<p>Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.</p> <p>Ensure content being used in lesson is not overly distressing for any children in class.</p>

### SEND in my subject area: History

#### What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Conceptual understanding of chronology.</p> <p>Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers)</p> <p>Low attainment in literacy can present barriers to activities.</p>	<p>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified, dual coded resources. Potentially additional support during lessons.</p> <p>Differentiate to provide shorter, simplified texts.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities.</p>	<p>Language difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.</p> <p>Simplified step by step instructions.</p>