



History and Geography progression at Collingwood

Year 1	Key Knowledge	Key Skills
Almost all pupils: (WT and EXE)	<p>British History (taught chronologically)</p> <ul style="list-style-type: none"> To name key changes in their own, their parents and their grandparent's lives. To name some national events (in living memory) eg Olympics, Royal Family births and weddings, before and after internet, toys and games, popular names and tv programmes and books etc. <p>Broader History Study</p> <ul style="list-style-type: none"> To know about the life of Guy Fawkes and the story of Bonfire Night. To compare the lives of Mary Seacole and Florence Nightingale. To explore the life of Admiral Collingwood. To know that South Woodham Ferrers is named after a person. <p>Locational Knowledge:</p> <ul style="list-style-type: none"> To name and locate Europe and know that the United Kingdom is part of Europe. To name and identify the four countries of the United Kingdom and its surrounding seas To know that London is the capital city of England. <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of South Woodham Ferrers and places children have visited. <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasons Describe and daily weather Locate some hot and cold places in the world in relation to their position on a globe. 	<ul style="list-style-type: none"> To use all of the vocab listed. To sort artefacts, images and events as "Before I was born", "a long, long time ago", "In living memory" "near" "far" etc To distinguish differences between events/objects of own life, parents' life and grandparents life. To ask and answer questions about the past relating to their own experiences eg Why/how is my grandparent's toy different to mine? To use sources of evidence (stories, pictures, artefacts, photos, archaeology) to ask and answer questions about the past and places and relate this to own experience. To use simple compass directions (North, South, East and West) and locational and directional language near, far, left, right to describe routes on maps of school and Woodham. To use world maps, atlases and globes to identify (UK in Europe, London in England/UK, 4 countries in the UK, and surrounding seas. use aerial photographs of South Woodham Ferrers to recognise landmarks and basic human and physical features and to answer questions. devise a simple map of their journey to school; and use and construct basic symbols in a key use observational skills to study the geography of Collingwood Primary School and its grounds and the key human and physical features of its surrounding environment. Use a globe to identify hot and cold places.
Some pupils: (GD)	To name and identify the four capital cities of the United Kingdom. use simple fieldwork and observational skills to study the geography of beyond the school.	To use more than 1 source of evidence (stories, pictures, artefacts, photos, archaeology) to answer a question.
	Key Vocabulary	Common Misconceptions
	<p>"long ago," "nowadays", "yesterday", "tomorrow Long ago, olden days, Yesterday, today, tomorrow Before I was born, when my parent/grandparent was little</p> <p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, season and weather</p> <p>North Pole South Pole Equator Europe United Kingdom and related country, capital city and ocean names.</p> <p>Winter Spring Summer Autumn Weather words</p> <p>human features, including: city, town, village, factory, farm, house, flat, bungalow, office, school and shop</p> <p>north, South East, West, near, far, left and right.</p>	People only go on holiday to hot places.

Year 2	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<ul style="list-style-type: none"> ● To name some national events (in living memory) eg Olympics, Royal Family births and weddings, before and after internet, toys and games, popular names and tv programmes and books etc. ● Know where people/events/artefacts studied fit on a simple timeline eg Samuel Pepys. ● Know about the Fire of London and what houses were made of. ● To compare the lives of two significant historical figures from different periods eg Queen Victoria and our Queen. ● To be able to retell the story of Bonfire Night ● To know how to find out about the past. ● Events of local importance/significant people: To know about Marconi and the birth of Radio in Chelmsford. (simple) <p>Locational Knowledge:</p> <ul style="list-style-type: none"> ● To name and locate the world's seven continents and five oceans ● To name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through studying the human and physical geography of Chelmsford and a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ● Continue to identify seasonal and weather patterns in the United Kingdom and of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time, place features and weather. (see vocab) ● To sort events/people/artefacts places ● To sequence (timeline) people /events /artefacts /places (near/far) ● Identify similarities and differences between the way of life of people today and of people who live in different places/times. ● Ask and answer questions about The Fire of London, Bonfire Night, Marconi, continents, World oceans, countries and capital cities in the UK ● To use sources of evidence (stories, non-fiction, pictures, artefacts, photos, archaeology) to answer questions eg "I know that the fire of London started in...because..." and to find info about people/places studied. ● To use maps and plans and photos to answer questions about Chelmsford. ● use world maps, atlases and globes Google Earth to identify Chelmsford, Essex, the United Kingdom, the continents, and oceans, The Equator and North and South Poles. ● use simple compass directions: North, South, East and West) when using a map. ● Use directional language: near and far; left and right when using a map. ● use aerial photographs/Google Earth to locate Chelmsford, the north and South Pole and The Equator to recognise landmarks and features. ● devise a simple map; and use and construct basic symbols in a key
<p>Some pupils: (GD)</p>	<p>To name, locate and identify characteristics of the four countries of the United Kingdom. To name and locate countries in Europe and their capital cities and some other cities in the United Kingdom.</p>	<p>Everything is old or new. Very little understanding of "living memory" being 0-100 years ago and changes within that time</p>
<p>Key Vocabulary</p>		<p>Common Misconceptions</p>
<p>Before , after, a long time ago, recently. Fire of London, Marconi, Mary Seacole, Florence Nightingale. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather north, south, east west, north pole, south pole, equator key human features, including: city, town, village, factory, farm, homes, office, port, harbour and shops. Map, key, symbols</p>		<p>Chelmsford/South Woodham Ferrers has always been as it is now. All famous historical figures are white. That info "on the Ipad" is the internet. The places we go to on holiday are always hot. (Most children holiday in the UK or in Europe in the summer)</p>

Year 3	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p>British History (taught Chronologically): Stone age to Iron age Britain including hunter gatherers and early farmers, bronze age religion, technology and travel, Iron Age Hill forts.</p> <p>Broader History:</p> <ul style="list-style-type: none"> Know the narrative of The Battle of Hastings. <p>Local History study of Southend Pier: from construction to modern day</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans <ul style="list-style-type: none"> locate the countries, using maps and globes and Google Maps aerial photographs to focus on Europe (including the location of Russia) name and locate countries and capital cities and some cities other than capitals, in the United Kingdom Name and locate Essex, Norfolk, Suffolk and other known counties in the United Kingdom Name and identify human and physical characteristics, coasts, cities and rivers; and understand how some of these aspects have changed over time (UK and Europe) identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the climate you would expect there. <p>Place knowledge</p> <p>□ understand geographical similarities and differences through the study of human and physical geography of Southend and Spain.</p> <p>Human and physical geography describe and understand key aspects of:</p> <p>physical geography, including: rivers, mountains and the water cycle</p> <p>human geography, including: land use, and the distribution of natural resources including energy (wind turbines) food (from the sea) and water.</p>	<p>Name the periods, people and places studied.</p> <p>Place all periods of history studied on a simple timeline Stone Age, Iron Age, Bronze Age, (including those taught previously Victorians, Fire of London) 1066, Modern Day</p> <p>Compare and contrast life before and after stone age/bronze age/Iron Age building of Southend Pier and impact on/changes to British Life.</p> <p>To ask and answer questions about similarities and differences. (Hist and Geog)</p> <p>Use the Bayeaux Tapestry to Describe what happened at the Battle of Hastings.</p> <p>Define the terms empire, civilisation, settlement, parliament</p> <p>Suggest sources of information eg non-fiction books, the internet, photos, paintings, written accounts etc.</p> <p>Find evidence, from maps, plans globes and aerial photographs, to support own opinions dependant on interest eg Southend Pier was better now or in Victorian times?</p> <ul style="list-style-type: none"> Identify Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on both a globe and a map. Present findings as writing, pictures, drawings, tables, drama etc to observe, measure, record and present the human and physical features in Southend including sketch maps, plans and graphs, and digital technologies. to use the eight points of a compass, symbols and key relating to UK and Europe.
<p>Some pupils: (GD)</p>	<p>name and locate counties other than Essex, Norfolk and Suffolk and some capital cities in Europe and some cities other than capitals in the United Kingdom,</p> <p>Develop richer narrative beyond description towards opinion and feelings.</p>	<p>Find evidence, from historical sources, to support own opinions (element of choice dependant on interest eg Hunter gatherers were peaceful/violent.</p> <p>Identify contrasting opinion eg cave drawings, paintings, aerial photos, artefacts left behind etc.</p>
<p>Key Vocabulary</p>		<p>Common Misconceptions</p>
<p>empire, civilisation, settlement, parliament.</p>		<p>Everything on the internet is true!</p>

<p>UK: Country, capital city names Essex Norfolk Suffolk</p> <p>Europe:</p> <p>World: 7 continent 5 ocean names</p> <p>Coast river mountain sea water cycle latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>Children not all aware that someone has consciously put info on the internet and that they must have found that info from evidence/archaeological finds</p> <p>Not always able to differentiate "History" as study of time and "Geography" as study of place.</p> <p>The places we go to on holiday are always hot. (Most children holiday in the UK or in Europe in the summer)</p>
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Year 4	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p>British History (taught Chronologically):</p> <ul style="list-style-type: none"> Roman Empire and impact on Britain Julius Caesar's attempted invasion Roman Empire and successful Invasion British resistance: Boudicca Romanisation of Britain <p>(link to Equality as a "British Value" today)</p> <p>Broader History Study:</p> <p>Develop richer narrative beyond description towards opinion and feelings.</p> <p>To learn about one of the following Early Ancient civilizations in Ancient Sumer, Indus Valley, Ancient Egypt of Shang Dynasty of Ancient China</p> <p>Appreciate that historical knowledge is discovered and pieced together from sources and can change over time.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties other than Essex, Norfolk and Suffolk and some capital cities in Europe and some cities other than capitals in the United Kingdom, Identify human and physical characteristics, key topographical features including hills, mountains, volcanoes and places vulnerable to earthquakes, and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a globe. , the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Use of vocabulary (see below)</p> <p>Place all periods of history studied previously on a timeline eg Stone Age, Iron Age, Bronze Age, Victorians, Fire of London, 1066, Modern Day etc Add new periods as studied.</p> <p>Give reasons why people/events in history are remembered today.</p> <p>Ask and answer questions about similarities, differences and change and give reasons for place changes eg Why was Hadrian's wall built? What difference did it make to the people who lived there?</p> <p>Find evidence, from several different historical sources, to support own opinions about The Ancient Civilisation studied, sifting out irrelevant information (element of choice dependant on interest) eg pottery and legends</p> <p>Identify difference in accounts of the same event eg diaries and letters.</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate places. <p>Present findings as writing, pictures, drawings, tables, drama etc</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world to sift out irrelevant information when using non-fiction books and the internet.

	<p>Place knowledge</p> <p>□ understand geographical similarities and differences through the study of human and physical geography of Scotland, Italy, and Modern Day Egypt.</p> <p>Human and physical geography</p> <p>describe and understand</p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<ul style="list-style-type: none"> ▪ to observe, measure, record and present the human and physical features in the using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Maps of Scotland, Italy and Egypt with Rivers and Mountains marked. Use of Atlas to name.</p> <p>Use of Google Maps follow rivers from start to mouth and zoom in to look at human activity/ports etc and possible trade routes to other countries.</p>
Some pupils: (GD)	<p>Are aware that someone has consciously put info on the internet and that they must have found that info from evidence/archaeological finds</p> <p>Are able to differentiate "History" as study of time and "Geography" as study of place.</p> <p>Begin to explain "significance/relevance" of information.</p>	Carry out independent research to create a film/fact pack/Quiz about one of the periods/places studied.
Key Vocabulary		Common Misconceptions
<p>BC/AD BCE/CE</p> <p>century decade</p> <p>empire, civilisation, settlement, parliament, peasantry</p> <p>resistance, invasion, change, discovery.</p>		<p>Everything in non-fiction books/on the internet is true.</p> <p>All information is relevant.</p> <p>Children not all aware that someone has consciously put info on the internet and that they must have found that info from evidence/archaeological finds</p> <p>Not always able to differentiate "History" as study of time and "Geography" as study of place.</p>

Year 5	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p>British History (taught Chronologically): Anglo Saxons and Vikings including Roman withdrawal from Britain, Scots Invasion, Invasions, settlements and Kingdoms Viking Invasions (relate to Local History Battle of Maldon) Danegald , Edward the Confessor</p> <p>Broader History Study: The legacy of Greek culture (art, architecture or literature) on later periods of British history including the present day (must include democracy as a "British Value" today).</p> <ul style="list-style-type: none"> ▪ locate countries, using maps to focus on Europe and the United Kingdom concentrating on naming and locating counties, countries major cities and their physical and human characteristics. ▪ Identify and locate human and physical features in Greece including hills, mountains, coasts and rivers, land-use patterns and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of Maldon and Greece</p> <p>Human and physical geography describe and understand</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes, rivers, mountains. <ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including, food and water 	<ul style="list-style-type: none"> ▪ Name the periods studied. ▪ Place all periods listed in chronological order. ▪ Use of vocabulary (see below) ▪ Give contrasts eg way of life, homes, weapons, achievements etc ▪ Use dates relating to the passage of time. ▪ Make connections eg Give examples of "What happened...", "How events were linked..." "What people thought/felt.." ▪ Give examples from the past that has influenced our modern lives eg olympics, Anglo-Saxon names and words, The Olympics, place names etc ▪ Use evidence from historical sources/maps, Google Earth, aerial photos etc to prove or disprove an idea, locate places or describe features listed. ▪ Explain that historical knowledge can be deepened and/or changed by using a variety of sources. ▪ Give trends/changes to the same thing over time eg roads, invasions, settlement, farming types, trading etc ▪ Give reasons for change. ▪ Make connections eg X settled in this place because... <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in Maldon using sketch maps, plans and graphs, and digital technologies. ▪ label countries, rivers and mountains in Europe, using an atlas. ▪ Pack a bag for travel to different biomes. ▪ Use of Google Earth to identify which settlements in European countries - could link to Biomes - are biggest/smallest and start to give reasons why.

		<ul style="list-style-type: none"> Which of the foods we eat are grown in England/Europe/Beyond? How do they get to our shops? If you were the driver, which route would you take and why? Which takes longest/least amount of time? Which is most/least expensive?
Some pupils: (GD)	<ul style="list-style-type: none"> locate the world's countries,rivers and Mountains using maps to focus outside Europe. 	Explain that geographical knowledge can be deepened and/or changed by using a variety of sources.
Key Vocabulary		Common Misconceptions
<p>compare (similar, different, the same as) contrast, caused..., as a result of..., because...,cause and consequence Change, trend, significance, influence sources, evidence, proof Century ago/ recent past/distant past/within living memory/ beyond living memory civilization, settlement, invasion compare (similar, different, the same as) contrast, caused..., as a result of..., because...,cause and consequence Change, trend, significance, influence sources, evidence, proof civilization, settlement, invasion</p>		Not always able to differentiate subjects as "History" and "Geography" as taught thematically.

Year 6	Key Knowledge	Key Skills
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<p>Almost all pupils: (WT and EXE)</p>	<p>British History taught chronologically: An extended period of study of the same aspect or theme that extends pupils chronological knowledge beyond 1066: eg the changing power of monarchs over time eg John, Anne and Victoria</p> <p>Significant turning points in British History: one of a) The first Railways b) The Battle of Britain c) Crime and Punishment from Anglo Saxons to present day d) Leisure and entertainment in 20th Century.</p> <p>Broader History Study: one Non European society eg one of Mayan, Aztec Civilisation, Benin (West Africa)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, identifying human and physical features including hills, mountains, coasts and rivers, land-use; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge understand geographical similarities and differences</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle human geography, including: land use, the distribution of natural resources including energy, food, minerals and water.</p>	<ul style="list-style-type: none"> ▪ Use dates and vocabulary relating to the passage of time and place (see below) ▪ Name the periods studied. ▪ Place all periods listed in chronological order. ▪ Make connections eg Give examples of "What happened due to...", "Events were linked by..." "People thought...because....." "How places/place names are linked..." ▪ Give trends/changes to the same thing over time eg roads, invasions, settlement, farming types, trading etc ▪ Give reasons for change. ▪ Give contrasts eg way of life, homes, weapons, achievements, geographical features, land use, weather, location etc ▪ Explain that historical knowledge can be deepened and/or changed by using a variety of sources. ▪ Ask and answer historically/geographically valid questions about change, cause and consequence, significance, similarity and difference. ▪ Select information by relevance. ▪ identify differences in accounts of the same event and discern how and why contrasting interpretations have been made. ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ▪ label countries, climate, biomes and vegetation belts in each continent, using an atlas. ▪ Explain the Water Cycle. ▪ Use of Google Earth to identify features listed, around the world. ▪ Focus on how humans have chosen to use land and why linked to energy, food, minerals and water eg quarries, hillside farming vs flat fields, reservoirs, natural tourist attractions etc.
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Some pupils: (GD)		Demonstrate awareness of bias.
Key Vocabulary		Common Misconceptions
Empire. Monarch, parliament, European/Non-European, Society, civilisation, Ancient, 21st Century etc change, cause and consequence, significance, similarity and difference. Relevant, irrelevant, source, account, bias,		All countries are able to grow food (the same food as us) All homes have energy and fresh water.