

# GLYNWOOD GEOGRAPHY & HISTORY SCHEME AT GLYNWOOD

## OUR SCHEME

We have a **sequenced** curriculum.

Children build on **prior knowledge** and develop a **progression of skills**.

- Our threads in history: **Empire, Settlement, Invasion**
- Our threads in geography: **Rivers, Our Locality, Italy, London**

## PEDAGOGY

Both the geography and history schemes build on prior knowledge, with regular revisiting of learning, as well as frequent application of taught skills to help embed learning in the long-term memory. Children are encouraged to think like historians; to read, evaluate, and interpret historical documents to help them understand what happened in the past. Activities use high-quality tasks as stimuli to ensure that children have a context for their work.

Talk partners and paired/ group work is used to encourage independence and team work. Resources are carefully chosen, and include contemporary (primary) and interpretive (secondary) sources. Educational visits allow the children to expand their knowledge and reinforce classroom learning. For children with SEND, learning is scaffolded in an appropriate way for their area of need. This may be through pre-teaching, visual prompts or adapted resources.

## SUBSTANTIVE KNOWLEDGE

Substantive knowledge is the content that teachers teach as established fact. Substantive knowledge sets out the content that pupils will learn.

In **history**, children are taught key knowledge about the **past, people, events and ideas**.

In **geography**, this has followed the split seen in the national curriculum: **locational knowledge, place knowledge, environmental, physical and human geography, geography skills and fieldwork**

## DISCIPLINARY KNOWLEDGE & SKILLS

**History:** The Ofsted History review states that "disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts."

**Geography:** Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers.

## ORDER OF TEACHING - HISTORY

- **Introduce Key Enquiry Question** (Hook children in. Pre-topic quiz may be done at the beginning of the unit)
- **Place the topic in chronological context** (Background knowledge given and use of timelines encouraged)
- **Activities/lessons planned to allow children to investigate, interpret, discuss and research using source material** - contemporary (primary) and interpretive (secondary) sources. Build evidence and knowledge to help children be able to answer the key enquiry question.
- **Interpretation of evidence/knowledge through drawing conclusions to answer the key enquiry question.** Teacher's discretion of how the children answer the key enquiry question. For example, a detailed write up, PowerPoint, debate or role play answering the question. Make sure evidence is used effectively.

**A unit assessment** is completed at the end of each unit by the children to assess their skills, knowledge and vocabulary understanding from the unit.

## CONCEPTS

What concepts do we use in history and geography?

### HISTORY:

#### CHRONOLOGY

*e.g. Using timelines (All years)*

#### HISTORICAL ENQUIRY

*e.g. explorers were influential because they brought wealth to the country. (Y2)*

#### INTERPRETATION

*e.g. giving own opinions about the impact of the holocaust (Y6)*

#### COMMUNICATING, PRESENTING AND ORGANISING

*e.g. using old photographs of the Newcastle fire (Y3)*

#### COMPARING PAST AND PRESENT

*e.g. comparing Queen Elizabeth and Queen Victoria (Y1)*

#### SIGNIFICANCE

*e.g. how the Romans introduced water systems to many countries (Y4)*

#### SIMILARITY AND DIFFERENCE

*e.g. comparing ancient and modern Olympic Games(Y5)*

### GEOGRAPHY:

#### PLACE

**having a sense of place** *e.g. where in the world? Making a map of our school (Y1)*

#### SCALE

**personal, local, national, global** *e.g. comparing. Newcastle and London, mountains in Italy (Y3)*

#### ENVIRONMENT

*e.g. how can we help save the planet's natural resources? (Y5)*

#### INTERCONNECTION

**how people/ organisations/ nature/ technology connect and interact** *e.g. water cycle, trade links (Y5)*

#### PHYSICAL AND HUMAN RESOURCES

*e.g. tectonic plates/ volcanoes (Y6), settlements and transport links (various)*