

Example of progression in Humanities

Prior learning is effective and is having real impact on the acquisition of new information, and the speed that children can recall facts. Links are being made between History and Geography and children are starting to chunk information. Through the openingworlds programme, children are starting to understand and distinguish between source, (things that the past has left behind, such as a relic or record), and evidence, (something that is created when we ask questions and establish evidence about a claim....by questioning the source).

Progression in History

The concept of source and evidence is first introduced in Year 3, in the Indus Valley topic. Children are introduced to these new terms in lesson 2 through a statue of a dancing girl. In this topic, children develop an understanding that a source is a thing that the past has left behind, such as a relic or a record, and evidence is, created when we ask questions and establish evidence through about a claim, by looking at, and by questioning, our sources.

In year 4, the concepts of source and evidence are embedded further through the topic of Roman Britain, where the children learn about the Roman town Aquae Sulis (Bath). In chapter 4, children learn how Roman coins were found in the Roman bath house. Children can see picture of the Roman underground heating system. In chapter 5, children are also introduced to Hadrian's wall and can see sources of evidence such as a sandal and letters written on wooden templates.

Once children reach Year 5, the children are then introduced to real Historians. In the topic, Anglo Saxon Britain, children hear the real voices of historians talking about their discoveries. They hear about the different sources of evidence, and how historians came to the conclusions that they did. All this, further develops the knowledge of sources and evidence.

Progression in Geography

Before children start to study Geography in Key Stage 2, it is preferable that children leaving Key Stage 1 are secure in knowing the four parts of the United Kingdom and the 4 main parts of the compass.

Through the study of Geography, children develop an understanding of the 4 P's, Place, Position, Pattern and Processes. When looking at Place, children are introduced, and are given opportunities to develop their mapping skills. Again, children are first introduced to maps and mapping skills in Year 3 through the Rivers unit. In lesson 1, children see a map of The Mighty River Indus, and are introduced to the term, tributary. Children are asked to track the River Indus along its route to the Arabian sea, counting the number of tributaries it picks up on its journey. In the Mountains topic, children are introduced to different types of maps and learn how to identify mountain ranges. Through areal photography and satellite images, children can clearly pick out and identify mountain ranges. Whilst studying Geography in Year 3, children will study maps

showing climate and biomes and the equator. They will also see thematic maps, showing population for example.

In Year 4, through Earthquakes topic, children will come across maps displaying tectonic plates and plate boundaries, and will develop an understanding of what earthquakes are more prevalent in certain parts of the world. Whilst studying Settlements, children will learn to read, and extract information from digital and computer mapping.

Throughout the study of Geography, children will also be introduced to geographical maps and political maps, to google maps and satnavs, and will finally study ordinance survey maps once they reach year 6.

It is the hope that, through this programme of study, children will develop an in-depth knowledge of maps and mapping skills, to be able to extrapolate information from any type of map presented to them.