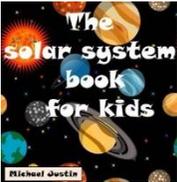
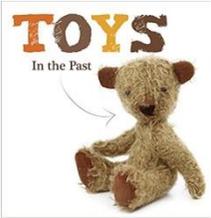
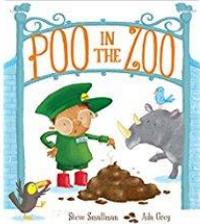
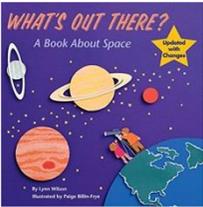
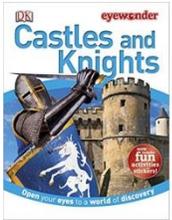


## Grands Vaux School's History and Geography Progressive Curriculum Year 1

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>School Structure</b>						
<u>Question</u>	<b>Old or new?</b>	<b>Who are our local heroes?</b>	<b>How did the fire start?</b>	<b>Where in the world is Brazil?</b>	<b>What is out there? How small are we?</b>	<b>What would the castle walls say?</b>
<p><b>Think aloud- Pictorial or Text to encourage prediction and analysis skills</b></p> <p>"Think-alouds" have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.</p> <p style="text-align: center;"><a href="#">Think Aloud</a></p>	<p>'In the olden days the toys were very simple, they were small but very funny. Some children were playing in the street. There were spinning top, cars and some of them were made with cloth and felt.'</p>	<p>'Durrell was something of a self-made curator. He was born in India in 1925, the son of Samuel Durrell, a civil engineer. The family lived in Britain and on the Continent before finally settling on Corfu. As a child Gerald had his own zoo, which included eagle owls and scorpions.'</p> 	<p>'A spike of light shines in the distance. What is that? The light seems to be growing into more than just a soft flicker... this isn't just light; this is a fire! It is coming out of a bakery on Pudding Lane. I felt my eyes widen in horror as the licking flames begin to eat the buildings.'</p> 	<p>'When you think of Brazil, what do you think of? Brightly colored birds, like those in the animated movie Rio? Or maybe you think of tropical rainforests, street carnivals or white sand beaches? Brazil has all those things and much more.'</p>	<p>'Today, the mankind has finally been able to answer the question: are we alone in the universe? At 9.13am NASA detected 100 UFOs. At first they thought it was a cluster of asteroid but then the team realised they were dealing with something far more interesting.'</p> 	<p>'The castle stood on a tall mountain and seemed to be trying to touch the sky. It was a dark, gloomy castle and it belonged to the wizard, Bobo. He hated it.</p> <p>He wished it was a pretty and welcoming castle, one that would not frighten away everyone. He had no friends because they were all afraid of where he lived.'</p>
<p><b>Text</b></p> <p>How can we include a range of texts to improve depth and progression?</p>						
<p>Previous Year Group Study Focus</p>	<b>Foundation Stage</b>					→
<p>Trip/ Visitor</p> <p>Broadening horizon and adding to their cultural capital</p>	<p>Jersey Museum</p>	<p>Jersey Zoo</p>	<p>Pizza Express</p>			<p>Mont Orgueil and Elizabeth Castle</p>

**Grands Vaux School's History and Geography Progressive Curriculum Year 1**

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Statements	<b>HK – Use</b> a number of everyday terms	<b>HK – Identify</b> relevant features of particular historical, events and people from local history	<b>HK – Depict</b> on a timeline the sequence of a few pieces of information			<b>HK- Use</b> a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.
	<b>HC – Identify</b> a few similarities, differences and changes	<b>HC–Consider</b> one reason why an event or person might be significant	<b>HC – Identify one relevant</b> cause for, and effect of, several events covered		<b>HC- Identify</b> one relevant cause for, and effect of, several events	<b>HC- Identify and consider</b> reasons why an event or person might be significant.
	<b>HE – Ask and answer</b> a few valid historical questions	<b>HE – Extract information</b> from different types of source	<b>HE – Ask and answer</b> a few valid historical questions		<b>HE- Extract information</b> from several different types of source including written, visual and oral sources and artefacts.	
		<b>GK – Use and locate</b> Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.	<b>GK - Name and locate</b> on a map the four countries and capital cities of the United Kingdom.	<b>GK -Recognise and name</b> some continents and oceans on a globe or atlas.		
		<b>GU Know where</b> the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different		<b>GU - Make observations</b> about, and describe, Brazil and the rainforest		<b>GU- Make observations</b> about, and describe, the area to explain its location

## Grands Vaux School's History and Geography Progressive Curriculum Year 1

		periods				
				<p><b>GE- Use</b> world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		<p><b>GE- Draw</b> a simple map.</p>
<b>Curriculum</b>						
Jersey Curriculum Historical Study Focus	<b>Changes within living memory</b>	<b>The lives of significant individuals in the past who have contributed to national and international achievements.</b>	<b>Events beyond living memory that are significant nationally or globally.</b>			<b>Significant historical events, people and places in their own locality.</b>
Historical Knowledge	Know where people and events fit within a chronological framework.	Know where people and events fit within a chronological framework.	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>			<p>Know where people and events fit within a chronological framework.</p> <p>Pupils study historical periods, some of which they will study more fully later.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>
Historical Concept	Identify similarities and differences	Study the lives of significant individuals	Identify similarities and differences			Identify similarities and differences

**Grands Vaux School's History and Geography Progressive Curriculum Year 1**

	<p>between ways of life in different periods.</p>	<p>who contributed to national and international achievements</p>	<p>between ways of life in different periods.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which they found out about the past and identify different ways in which it is represented.</p>			<p>between ways of life in different periods.</p> <p>Understand some of the ways in which they found out about the past and identify different ways in which it is represented.</p>
<p>Historical Enquiry</p>	<p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p>Ask and answer questions.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p>Use a wide vocabulary of everyday historical</p>			<p>Ask and answer questions.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>

## Grands Vaux School's History and Geography Progressive Curriculum Year 1

			terms.			
Jersey Curriculum Geographical Study Focus	<p><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and Jersey. The location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p><b>Locational knowledge</b></p> <p>To name, locate and identify characteristics of Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.</p>	<p><b>Human and physical geography</b></p> <p>Developing knowledge of the human and physical geography of a small area of the United Kingdom</p>	<p><b>Place Knowledge</b></p> <p>Comparing Jersey to an area in a contrasting country</p>	<p><b>Locational knowledge and geographical skills and fieldwork</b></p>	
Geographical Knowledge		<p>To know about the local area and name key landmarks. E.g. What's it like where we live?</p>	<p>To use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</p>	<p>To recognise and name some continents and oceans on a globe or atlas. E.g. Where is Brazil?</p>	<p>To name and locate the seven continents and five oceans on a globe or atlas. Eg. Which continents can you see from space? Use aerial photographs to locate continents and oceans.</p> <p>What will we see on our journey around the world?</p>	
Geographical Understanding	<p>To talk about the day-to-day weather and some of the features of the seasons in their locality. Eg. What are the seasons? Do you think the weather is the same in different places? When you go on holiday what's the weather like?</p>	<p>To make observations about, and describe, the local area and the nearest local green space.</p>	<p>Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, harbour, port and shop.</p>	<p>To describe an aspect of the physical and human geography of a distant place</p>		
Geographical Skills	To keep a weekly	To use a Jersey wall map	Use world maps,	To use aerial	Use world maps,	

**Grands Vaux School's History and Geography Progressive Curriculum Year 1**

---

<p>and Enquiry</p>	<p>weather chart based on first hand observations using picture symbols.</p>	<p>or atlas to identify Jersey, its parishes and the Channel Islands</p> <p>To draw a simple map.</p>	<p>atlases and globes to identify Jersey and the Channel Islands, the United Kingdom and its countries.</p>	<p>photographs to identify features of a locality.</p>	<p>atlases and globes to identify Jersey and the Channel Islands together with their position in relation to the United Kingdom and its countries, France and the countries, continents and oceans studied at this KS.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	
--------------------	--	---	---	--	---	--