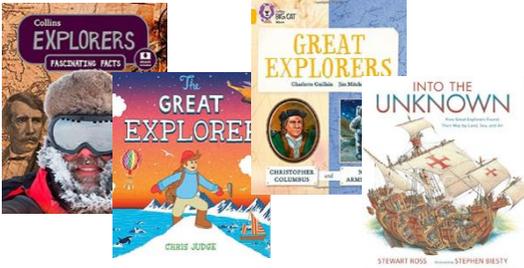
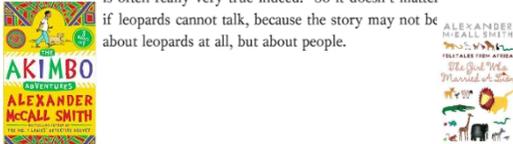
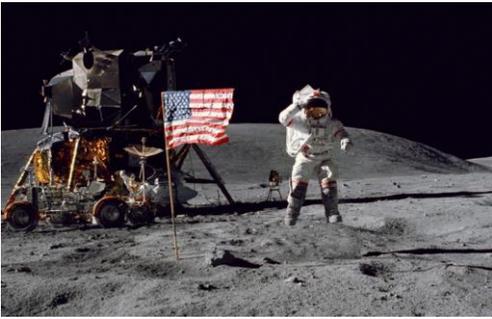


## Grands Vaux School's History and Geography Progressive Curriculum Year 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>School Structure</b>						
	<b>Who were the greatest explorers?</b>		<b>Where in the world is Africa?</b>		<b>How did the first flight change the world?</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>'I'd take you in a heartbeat,' Felix said quietly. 'If girls were allowed on expeditions then you know I would take you.'</p> <p>'It's not fair that girls can't be explorers!' Stella said. 'It's stupid and it doesn't make sense!'</p> <p>The injustice of it made her whole body tremble. Stella had grown up listening to Felix's stories whenever he returned home from an expedition, and had always loved them, but there comes a time when a girl gets tired of hearing about other people's adventures, and wants to start having a few of her own.</p> <div style="text-align: center;">  </div>		<p>The stories are often funny, but sometimes they are sad – just like life itself. They all tell us something about things like courage and selfishness. They show us that it's not very clever to trick others, that you should be kind to your friends and to people who are weaker than you are, and so on. I think that I agree with most of the things that they tell us, and I suspect that you will too!</p> <p>There is another thing that they show you, and that is that there are some very exciting and beautiful things in Africa. I hope that even if you have not thought very much about Africa before, these stories might make you interested in that beautiful place. And at the end of the day, the stories tell you that people in Africa are just like the rest of us – they have the same hopes, the same worries, and they find the same things funny.</p> <p>by crocodiles? And as for talking leopards and clever baboons – impossible!</p> <p>Of course it's all impossible, but then these are folk stories and such stories, wherever they come from, are all about things like this. Nobody thinks they are true, but what they tell us about how people think and behave is often really very true indeed. So it doesn't matter if leopards cannot talk, because the story may not be about leopards at all, but about people.</p> <div style="text-align: center;">  </div>		<p style="text-align: center;"><b>"One small step for man, One giant leap for man-kind"</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=MgwWycuvx-0">https://www.youtube.com/watch?v=MgwWycuvx-0</a></p>	
<p style="text-align: center;"><b>Text</b></p> <p>How can we include a range of texts to improve depth and progression?</p>	<p>He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.</p> <div style="text-align: center;">  </div>		<div style="text-align: center;">  </div>		<div style="text-align: center;">  </div>	

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Previous Year Group Study Focus	Old or new?	Who are our local heroes?	How did the fire started?	Where in the world is Brazil?	What is out there? How small are we?	What did the castle walls say?
Trip/ Visitor Broadening horizon and adding to their cultural capital	Elizabeth Castle		Jersey zoo (African animals – meerkats/flamingos)		Airport (Changes in aviation)	
Progression Statements	From Year 1	To Year 2	From Year 1	To Year 2	From Year 1	To Year 2
	<p><b>HK – Identify</b> relevant features of particular historical, events and people from local history</p> <p><b>HK – Use</b> a number of everyday terms</p> <p><b>HK – Depict</b> on a timeline the sequence of a few pieces of information</p>	<p><b>HK- Use and understand</b> a wider range of phrases relating to the passage of time. (Last century, decade, 60s.)</p>			<p><b>HK – Identify</b> relevant features of particular historical, events and people from local history</p> <p><b>HK – Use</b> a number of everyday terms</p> <p><b>HK – Depict</b> on a timeline the sequence of a few pieces of information</p>	<p><b>HK- Give a valid explanation</b> for their sequencing of objects/events on a timeline. (Sequencing flying objects.)</p>
	<p><b>HC – Identify</b> a few similarities, differences and changes</p> <p><b>HC-Consider</b> one reason why an event or person might be significant</p> <p><b>HC – Identify one relevant</b> cause for, and effect of, several events covered</p>	<p><b>HC- Give a valid reason</b> for selecting a person as a significant figure. (Which one is the biggest hero and why?)</p>			<p><b>HC – Identify</b> a few similarities, differences and changes</p>	<p><b>HC- Describe similarities, differences and changes</b> within time periods/topics. (How aviation changed over a century.)</p>
	<p><b>HE – Ask and answer</b> a few valid historical questions</p> <p><b>HE – Extract</b></p>	<p><b>HE- Critically evaluate</b> usefulness of sources to answer historical questions.</p>			<p><b>HE – Ask and answer</b> a few valid historical questions</p> <p><b>HE – Extract</b></p>	<p><b>HE- Pose questions and produce effective responses</b> to investigate the life</p>

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	<b>information</b> from different types of source	(Artefacts, oral, written, visual – which are the most useful?)			<b>information</b> from different types of source	of a significant person. (What do you want to know, use different sources to find the answers)
			<b>GE- Recognise</b> that there are different continents and oceans	<b>GE- Locate</b> continents and oceans relative to the equator and poles using a world map, atlas or globe.		
			<b>GU- Use</b> basic geographical terminology	<b>GU- Describe the pattern</b> of hot or cold areas and how these relate to the position of the equator and poles. <b>GU- Confidently describe the physical and human geography</b> of a distant place and find similarities and differences with their own locality.		
			<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	<b>GK -Name and locate</b> the seven continents and five oceans on a globe or atlas.		

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			<p align="center">atlas.  <b>GK – Use and locate</b>                  Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.</p>			
<b>Curriculum</b>						
Jersey Curriculum Historical Study Focus	<b>Significant historical events, people and places in their own locality. E.g. A study of Sir Walter Raleigh</b>			<b>The lives of significant individuals in the past who have contributed to national and international achievements. E.g. Neil Armstrong</b>		
Historical Knowledge	<p>Explain a range of features covering local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with exploration.</p> <p>Give a valid explanation for their sequence of events on timelines.</p>			<p>Explain a range of features covering local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with flight.</p> <p>Use and understand a wider range of phrases relating to the passage of time. E.g. Last century, decade, 60s.</p>		
Historical Concept	<p>Describe independently and accurately similarities, differences and changes both within and across time periods E.g. How has exploration changed over the years?</p> <p>Comment on a few valid causes and effects relating to many of the events E.g. Why did they explore?</p>			<p>Give a valid reason for selecting a person as a significant figure. E.g. Which one is the most successful and why?</p> <p>Comment on a few valid causes and effects relating to many of the events E.g. Why did they want to invent flying machines/ be the first to travel in this mode of flying transport?</p>		
Historical Enquiry	Pose independently a series of valid questions for different enquiries and produce effective			Critically evaluate usefulness of sources to answer historical questions. E.g. Artefacts,		

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	<p>responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</p>		<p>oral, written, visual – which are the most useful?</p>
<p>Jersey Curriculum Geographical Study Focus</p>		<p><b>Develop knowledge about the world, the United Kingdom, the Channel Islands and Jersey and their locality.</b></p>	
<p>Geographical Knowledge</p>	<p>Know the relative locations of the continents and oceans to the equator and North and South Poles. E.g. where are the explorers?</p>	<p>Know the local area and its physical and human geography. E.g. Investigate how other people view the local area, e.g. tourism websites.</p> <p>Know the relative locations of the continents and oceans to the equator and North and South Poles. E.g. looking at how close Africa is to the equator and how this relates to weather.</p>	<p>Know the relative locations of the continents and oceans to the equator and North and South Poles. E.g. where are inventors/pilots from and where are they trying to/getting to?</p>
<p>Geographical Understanding</p>	<p>Recognise different natural environments and describe them using a range of key vocabulary. E.g. looking at the challenges the explorers may have faced. What can you see in these environments? What physical and human features can you see?</p> <p>Describe the pattern of hot or cold areas and how these relate to the position of the equator and poles. E.g. linking into weather challenges for explorers. How would it feel to be here? What would you need to survive?</p> <p>Confidently describe the physical and human geography of a distant place and find similarities and differences with their own locality. E.g. how is this place similar/different to where you live? Would you like to go to this place?</p>	<p>Talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. E.g. comparing our weather and seasons to those in Africa.</p> <p>Recognise different natural environments and describe them using a range of key vocabulary. E.g. Comparing places in Jersey for local study.</p> <p>Identify different human environments, such as the local area and contrasting settlements such as a village and a city. The child can describe their features and some activities that occur there using a range of key vocabulary. E.g. identify key features of Nairobi from images or a video, identifying two differences and two similarities to the</p>	

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		<p>area in which you live. Talk with confidence about which place you would prefer to live in, and why.</p> <p>Make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected. E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics. Draw this together by annotating an image or map of the local area.</p>	
<p style="text-align: center;">Geographical Skills and Enquiry</p>	<p>Locate continents and oceans relative to the equator and poles using a world map, atlas or globe.</p>	<p>Describe a journey on a map of the local area locating features and landmarks seen on the journey. E.g. After a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick. Link to comparison with an African child's locality.</p> <p>Use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks. E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key. Use in local study.</p> <p>Keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map. E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and</p>	

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		record them to compare rainfall in Jersey and an area of Africa.	
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