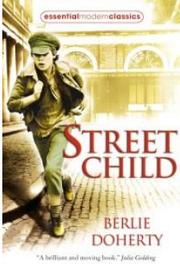
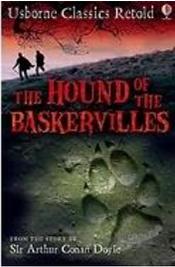
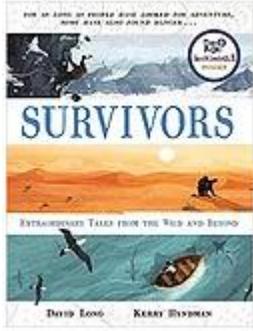
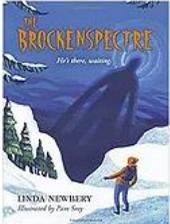
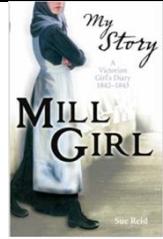
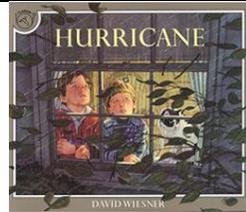


## Grands Vaux School's History and Geography Progressive Curriculum Year 5

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>School Structure</b>						
<b><u>Question</u></b>	<b>Q: Would you go over the line?</b>		<b>Q: Would you have liked to have lived in Victorian times?</b>		<b>Q: Where should we go on holiday?</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 style="text-align: center;">Extract from 'Private Peaceful'</p> <p>"Gas! Gas!" The cry goes up and is echoed all along the trench. For a moment we are frozen with panic. We have trained for this time and again, but nonetheless we fumble clumsily, feverishly with our gas masks.</p> <p>"Fix bayonets!" Hanley's yelling while we're still trying frantically to pull on our gas masks. We grab our rifles and fix bayonets. We're on the fire step looking out into no-man's-land, and we see it rolling towards us, this dreaded killer cloud we have heard so much about but have never seen for ourselves until now. Its deadly tendrils are searching ahead, feeling their way forward in long yellow wisps, scenting me, searching for me. Then finding me out, the gas turns and drifts straight for me. I'm shouting inside my gas mask. "Christ! Christ!" Still the gas comes on, wafting over our wire, through our wire, swallowing everything in its path...</p>		<p style="text-align: center;"><b>Extract from Street Child by Berlie Doherty</b></p> <p>He was lead back into a huge hall and told to join the queue of silent boys there. They stood with their heads bowed with bowls in their hands. There were hundreds and hundreds of people in the room, all sitting at long tables, all eating in silence. The only sound was the scraping of the knives and forks and the noise of chewing and gulping. All the benches faced the same way. Mr Sissons stood on a raised box at the end of the room, watching everyone as they waited for food. Jim was given a ladle of broth and a corner of bread.</p> <p>After the meal the man with the hanging head gave Jim a blanket and showed him a room full of shelves and long boxes where all the boys slept. He pointed to the box Jim was to sleep in. Jim climbed into it and found that he only had enough room to turn over in it, small though he was.</p>		 <p>"It was extremely violent. I was sitting there with a friend and the building just like exploded. It was like a movie. It took two or three seconds to comprehend what was going on ... and then we ran onto the street and the front fell out of the building right in front of me."</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>	 		 		 	

## Grands Vaux School's History and Geography Progressive Curriculum Year 5

						
Previous Year Group Study Focus	Year 4 Historical Study <b>Romans</b>	Year 4 Historical Study <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	Year 4 Geographical and History Study <b>Jersey</b>			
Trip/ Visitor Broadening horizon and adding to their cultural capital	Cenotaph - Around 11 <sup>th</sup> November Jersey Heritage to visit with WW1 letters	The Victorian Town Walk Jersey Heritage workshop	Library – virtual reality zone			
Progression Statements	<b>From Year 4</b>	<b>To Year 5</b>	<b>From Year 4</b>	<b>To Year 5</b>	<b>From Year 4</b>	<b>To Year 5</b>
	<b>HK - Sequence some events, objects, themes, periods and people</b> from topics covered, by providing a few dates and/or period labels and terms	<b>HK - Sequence with some independence</b> many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms	<b>HC- Comment upon and understand</b> cause and effect of key events	<b>HC- Explain impact and significance</b> of cause and effect of key events	<b>GU - Recognise different natural features</b> such as a mountain and river and describe them using a range of key vocabulary.	<b>GU - Describe some key physical processes</b> and the resulting landscape features
	<b>HC - Describe some relevant causes for, and effects</b> on, some of the key events and developments covered	<b>HC - Place several valid causes and effects</b> in an order of importance relating to events and developments	<b>HC- Talk about</b> different historical accounts	<b>HC- Explain why</b> there are differing interpretations of history	<b>GU - Describe how</b> some physical processes can cause hazards to people.	<b>GU - Understand hazards from physical environments</b> such as avalanches in mountain regions.
	<b>HE - Ask valid questions for enquiries and answer</b> using a number of sources	<b>HE - Reach a valid conclusion</b> based on devising and answering questions relating to a historical enquiry	<b>GU- Explain</b> the reasons for the creation of settlements	<b>GU- Identify and justify</b> why some towns and cities population increased far greater than others	<b>GS&amp;E - Use a map to identify countries</b> in Europe and/or North and South America. <b>Use an atlas to describe where the UK is</b>	<b>GS&amp;E - Use physical and political maps, atlases, and computer mapping</b> to describe some key physical and human characteristics of Europe

## Grands Vaux School's History and Geography Progressive Curriculum Year 5

					<p><b>located</b>, and name and locate its four countries and some counties; locate where they live in the UK.</p>	<p>or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>
<b>Curriculum</b>						
Jersey Curriculum Historical Study Focus	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>		<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>			
Historical Knowledge	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>		<p>Know where people and events fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Study the lives of significant individuals who contributed to national and international achievements</p> <p>The child can explain how the types of industry in the area have changed over time.</p>		<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	
Historical Concept	<p>Address and devise historically valid questions about cause.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>		<p>Identify similarities and differences between ways of life in different periods.</p> <p>Study the lives of significant individuals who contributed to national and international achievements</p>		<p>Address and devise historically valid questions about cause.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	
Historical Enquiry	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</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</p>		<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	

**Grands Vaux School's History and Geography Progressive Curriculum Year 5**

		ways in which it is represented	
Jersey Curriculum Geographical Study Focus			<p><b>Understand geographical similarities and difference through the study of human and physical geography of Jersey, a region of the United Kingdom, a region in a European country, and a region within one other continent.</b></p> <p><b>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, coasts including tides, mountains, mountains, volcanoes and earthquakes, and the water cycle.</b></p>
Geographical Knowledge	The child can locate and describe some physical environments in the UK.		Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.
Geographical Understanding		Describe and understand key aspects of human geography.	<p>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and use patterns and understand how some of these aspects have changed over time.</p> <p>Deepen an understand of the interaction between physical and human processes</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>
Geographical Skills and Enquiry	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</p> <p>Use a range of methods including sketch maps,</p>

## Grands Vaux School's History and Geography Progressive Curriculum Year 5

---

			plans and graphs, and digital technologies.
--	--	--	---