



Humanities

Portfolio



Humanities at Hove Junior School



History and geography are at the heart of our learning journeys and are the inspiration behind our termly topics. Through the study of these subjects, we build an understanding of the world around us, the community we live in and our impact on it.



Statement of Intent for Humanities

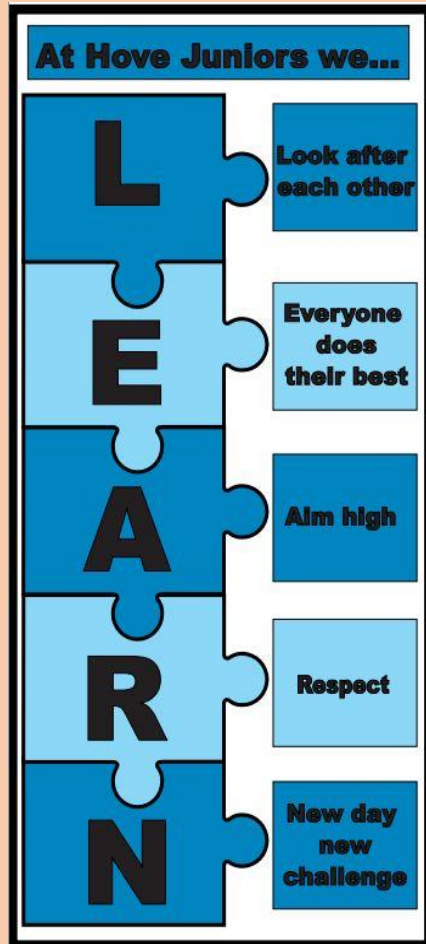


In every year group at Hove Junior School, History and Geography are at the heart of our learning journeys and are the inspiration behind our termly topics. Through the study of these subjects, we build an understanding of the world around us, the community we live in and our impact on it.

Our practical and immersive learning experiences teach us to empathise with people from other cultures, climates and historical eras, making comparisons to our lives here and there's. One of the ways we bring our humanities curriculum to life is through Mantle of the Expert where children take on the role of a specialist and work in teams for a fictional client. They immerse themselves in a collaborative project that allows them to utilise a range of skills and acquire new knowledge in a real-life context.

It is important for us that the children have ownership over their learning and they are guided and encouraged to think critically and reflect on matters of importance. Through in-class discussion, they are able to form their own opinions and debate topics of historical and cultural relevance.

Humanities lessons are naturally cross-curricular with excellent planning including frequent opportunities for extended writing, artistic projects, and drama. Geography in particular lends itself to experiments and data analysis. The reading of both fiction and non-fiction texts supports their learning too.

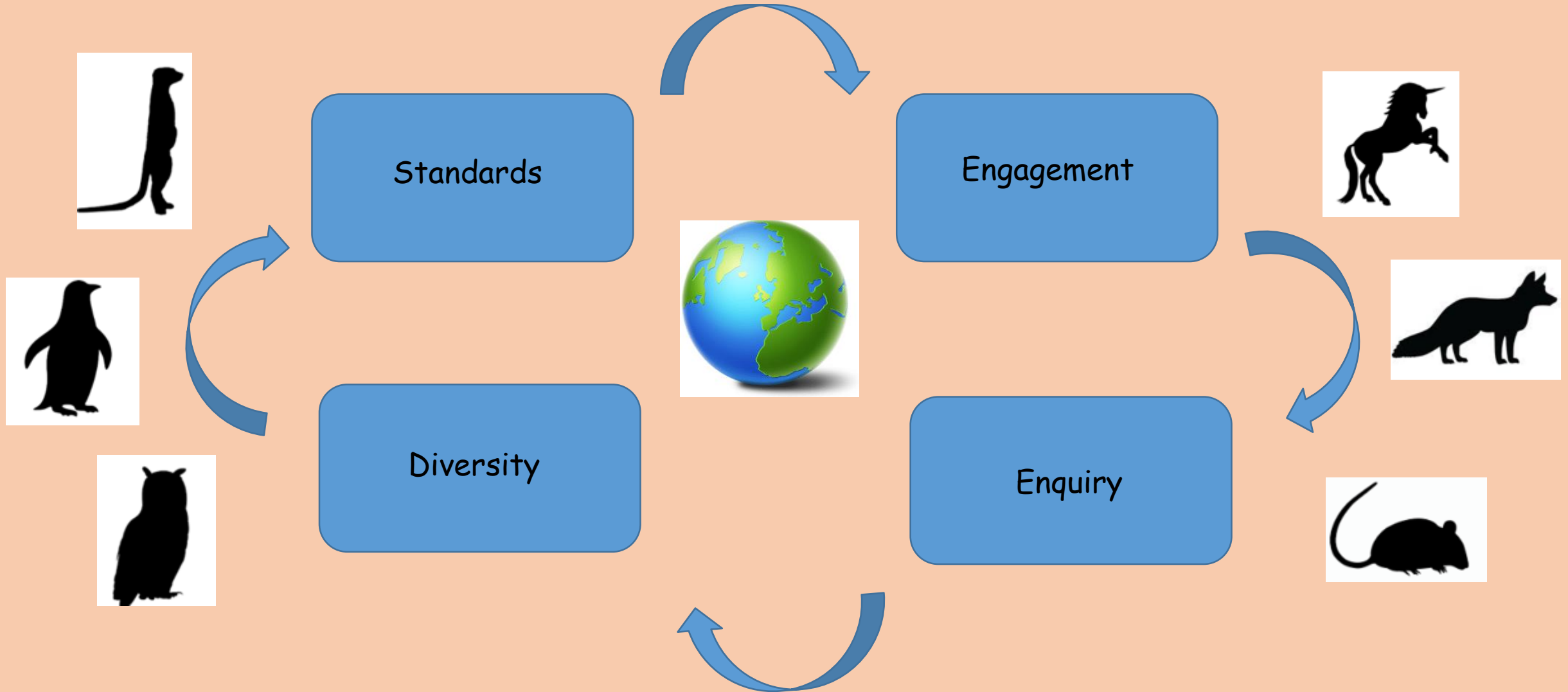


	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance

Our LEARNING CHARACTERIST ICS support and define how the children become successful learners.



Curriculum Drivers:



Curriculum

Our practical and immersive learning experiences teach us to empathise with people from other cultures, climates and historical eras.



Enriching learning experiences, that bring knowledge to life, take place both in school and in the community around us. We believe learning in history and geography should be practical and hands on, giving new understanding through experience and context.



School Partnership Work



We have been working alongside the geography team at Blatchington Mill School to build cross-key stage links. Together, we have improved curricular understanding between primary and secondary school practitioners through observations, discussions and shared CPD.

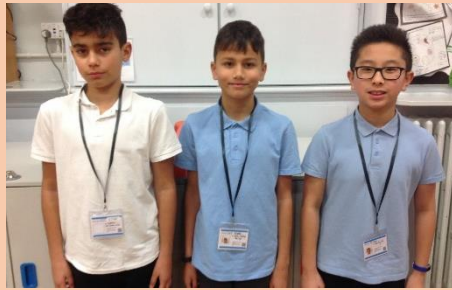
In the spring term, we will be working collaboratively to put together a curriculum overview of our whole-school topic, Japan.



Mantle of the Expert



One of the ways we bring our humanities curriculum to life is through Mantle of the Expert where children take on a role and work in teams (companies) for a client. They are given a commission and a context to immerse them in a collaborative project that allows them to utilise a range of skills and acquire new knowledge.



Year 6



Year 5



Year 4



Year 3



Curriculum Overview - History



Hove Junior Curriculum Map Overview 2019 – 2020

Subject: History

	Autumn Term	Spring Term	Summer Term
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age Portals through the Ages To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I understand that some events from the past still affect people's lives I understand that my life is different from the lives of people in the past I can use evidence to ask and answer questions about the past <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I understand about the important events, people and changes of the period I am studying I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past <p>To Understand Chronology</p> <ul style="list-style-type: none"> I know that the past can be divided into different periods of time I can order some key events in history and understand the concept of change over time – represent this on a timeline 	<p>Trash to Treasure</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Whole School topic – Olympics To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can suggest why things in the past happened I understand the effects of events from history <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I understand some aspects of the past beyond my living memory <p>To Communicate Historically</p> <ul style="list-style-type: none"> I know some dates and some historical words including dates, time period, era, change, chronology
Year 4	<p>The Roman Empire and its impact on Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Roamin' Romans To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can use more than one source of evidence for historical enquiry for historical enquiry <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I understand about the important events, people and changes of the period I am studying I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past I can understand changes that have happened in the locality of the school throughout history <p>To Communicate Historically</p> <ul style="list-style-type: none"> I can use historical words including dates, time period, era, change, chronology <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can place events on a time line using dates. I can sequence events from a famous historical events. 	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Vicious Vikings To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can use more than one source of evidence for historical enquiry for historical enquiry <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I understand about the important events, people and changes of the period I am studying I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past I can understand changes that have happened in the locality of the school throughout history <p>To Communicate Historically</p> <ul style="list-style-type: none"> I know some dates and some historical words including dates, time period, era, change, chronology <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can place events, artefacts and historical figures on a time line, using dates I can sequence events from a famous person's life, or a famous historical event/era 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Whole School topic – Olympics To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I understand that events from the past are represented in many different ways I can describe different accounts of a historical event and explain why some of the accounts may differ I can select, evaluate and record sources of relevant evidence

Our Curriculum Maps detail all of the opportunities for the teaching and learning of **History and Geography** throughout each year.

Year 5	<p>A local history study Brighton Rocks To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I understand that no single source of evidence gives the full answer to questions about the past (evaluate maps, photos and artwork) I know that history can be represented and interpreted in different ways and I can evaluate sources of information <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I can identify continuity and change in the history of the locality of the school I can give a broad view of life in Britain and some major events from the rest of the world (growth of Seaside resorts and impact of WW1 and 2 on key buildings) I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past <p>To Communicate Historically</p> <ul style="list-style-type: none"> I can accurately use historical words including: dates, time period, era, change, chronology, continuity, century, decade, legacy <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural (growth of railways and leisure, WW2 impact on the city) I can use dates and terms accurately when describing events 	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 Stones, Spirits and Sacrifice To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can sources of evidence to deduce information about the past I can describe some characteristic features of past societies (such as their beliefs, ideas, attitudes, and social, cultural, religious, or ethnic diversity.) I know and understand the impact of historical events and changes in Britain and other countries <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I can compare some of the times studied with those of the other areas of interest around the world I can describe the social, ethnic, cultural or religious diversity of past society <p>To Communicate Historically</p> <ul style="list-style-type: none"> I can accurately use historical words including: dates, time period, era, change, chronology, continuity, century, decade, legacy <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can use dates and terms accurately in describing events 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Whole School topic – Olympics To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can select suitable sources of evidence, giving reasons for choices I can summarise some of the main events, people and changes of a historic period I can describe some characteristic features of past societies (such as their beliefs, ideas, attitudes, and social, cultural, religious, or ethnic diversity.) <p>To Communicate Historically</p> <ul style="list-style-type: none"> I know some dates and some historical words including <i>dates, time period, era, change, chronology, continuity, change, century, decade, legacy</i> <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can use dates and terms accurately when describing events
Year 6	<p>Passport to the World</p>	<p>Who Do You Think You Are Kidding Mr Hitler? To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can show an awareness of the concept of historical propaganda and how historians must understand the social context of evidence studied I can use sources of evidence to deduce information about the past I can select suitable sources of evidence, refining lines of enquiry as appropriate I can explain why some events from the past still affect people's lives <p>To Build an Overview of World History</p> <ul style="list-style-type: none"> I can describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children I can describe the social, ethnic, cultural or religious diversity of past society I can compare some of the times studied with those of the other areas of interest around the world <p>To Communicate Historically</p> <ul style="list-style-type: none"> I can express historical empathy, for example understanding the range of feelings that children might have had during events in history I can accurately use historical words including dates, time, period, era, change, chronology, continuity, century, decade, legacy I understand why beliefs were so influential in making a civilisation behave in a certain way <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural I understand the concepts of continuity and change over time, representing them, with evidence, on a time line 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Whole School topic – Olympics To Investigate and Interpret the past</p> <ul style="list-style-type: none"> I can use sources of evidence to deduce information about the past I can give sensible reasons for, and impacts of, events and changes in Britain and other countries <p>To Build an Overview of British History</p> <ul style="list-style-type: none"> I can study of an aspect or theme in British history that extends my chronological knowledge beyond 1066 I can understand the power of the monarchy and how this compares to modern day. I can describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children <p>To Communicate Historically</p> <ul style="list-style-type: none"> I can accurately use historical words including <i>dates, time period, era, change, chronology, continuity, change, century, decade, legacy</i> I understand why beliefs were so influential in making a civilisation behave in a certain way. <p>To Understand Chronology</p> <ul style="list-style-type: none"> I can use dates and terms accurately in describing events



Curriculum Overview - Geography



Hove Junior Curriculum Map Overview 2019 – 2020

Subject: Geography

	Autumn Term	Spring Term	Summer Term
Year 3	Portals through the Ages	Trash to Treasure To Investigate Places <ul style="list-style-type: none"> I can create a map using symbols to represent different features I can draw maps, sketches and plans of local places I can identify key human features including; city, town, village, etc. I can use the right geographical words to describe features and locations I can ask and answer geographical questions about the physical and human characteristics of a location I can talk, investigate and write about how people can improve their environment I can discuss my school and area with people from a different area To Investigate Patterns <ul style="list-style-type: none"> I can compare the lives of people in two different places in the world (locally, population, physical processes etc.) I can measure wind speed and rainfall around the school and I can record my information on charts or graphs 	Whole School topic – Olympics To Investigate Places <ul style="list-style-type: none"> I can compare key human and physical features of a different location to the one I live in. I can identify key physical features including; beach, coast, forest, hill, ocean etc. To Investigate Patterns <ul style="list-style-type: none"> I can measure noise levels around the school and I can record my information on charts or graphs I can use an atlas and locate places/points on a map I can identify seasonal and daily weather patterns in the United Kingdom and use the correct language (seasons, hot, cold, raining, mist, fog) To Communicate Geographically <ul style="list-style-type: none"> I can name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, including hills, mountains, cities, rivers.
Year 4	Roamin' Romans To Communicate Geographically <ul style="list-style-type: none"> I can use digital technology such as Google Earth to create a map of Britain to show some of the major Roman settlements I can name and locate countries of Europe and identify their main physical and human characteristics. I can use atlases, maps, globes and digital/computer mapping to locate countries and describe features. I can name and locate countries of Europe and identify their main physical and human characteristics. I can use atlases, maps, globes and digital/computer mapping to locate countries and describe features. To Investigate Places <ul style="list-style-type: none"> I can use digital technology such as Google Earth to create a map of Britain to show some of the major Roman settlements I can describe key aspects of Physical Geography, including: mountains, volcanoes and earthquakes I can explore the Earth's extremes and understand how these effect people, communities and landscapes, including what a volcanic island is and where they are in the world I understand what happens when volcanoes erupt and rock melts I understand why people continue to live in volcanic areas despite the dangers 	Vicious Vikings To Communicate Geographically <ul style="list-style-type: none"> I can draw maps, sketches and plans of local places I can devise and plan a simple map I can use symbols as a key on my map I can use 4/8 figure compass directions (north, south, east and west) to describe a route on a map, these can be displayed in the classroom) I can use a compass to describe the location of features on a map To Investigate Patterns <ul style="list-style-type: none"> I can measure wind speed, rainfall and noise levels around the school and I can record my information on charts, graphs and/or a database I can locate the North and South poles on a map of the world and describe where the different animals live, e.g. polar bears I can locate hot and cold climates in the world in relation to the Equator and the North and South Pole 	Whole School topic – Olympics To Investigate Places <ul style="list-style-type: none"> I can use a range of resources to find out about a contrasting locality I can compare the physical features of that locality and the one in which I live I can compare the human features of that locality and the one in which I live

Year 5	<p>Brighton Rocks</p> <p>To Communicate Geographically</p> <ul style="list-style-type: none"> I can describe key aspects of Physical Geography, including: rivers and the water cycle. I can describe key aspects of Human Geography, including: settlements, land use, economic activity including trade links I can create maps of locations, identifying patterns (such as: land use, climate zones, population densities and height of land) <p>To Investigate Places</p> <ul style="list-style-type: none"> I can gather information to give detailed descriptions and opinions of the characteristic features of a location. I can identify the key features of a location in order to say whether it is a city, town, village or coastal or rural area I can use specific vocabulary for physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I can use specific vocabulary for human features: city, town, village, factory, farm, house, office, port, harbour and shop I understand how some of these aspects have changed over time. I can use different types of fieldwork sampling (random and systematic) to gather information about the local area. <i>Build into the seafloor trip? Use geographical symbols to record human and physical features.</i> <p>http://pcwww.liv.ac.uk/geo-oe/index.htm/files/Field%20sketches%20&%20how%20to%20draw%20them.pdf</p> <p>http://www.geograph.org.uk/</p> <p>To Investigate Patterns</p> <ul style="list-style-type: none"> I can use accurate geographical vocabulary to compare features of a contrasting locality to the one in which 	<p>Stones, Spirits and Sacrifice</p> <p>To Communicate Geographically</p> <ul style="list-style-type: none"> I can describe key aspects of Human Geography, including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water supplies. <p>To Investigate Places</p> <ul style="list-style-type: none"> I can collect and analyse statistics in order to draw clear conclusions about locations. I can identify and describe how the physical features affect the human activity within a location. I can gather information to give detailed descriptions and opinions of the characteristic features of a location. <p>To Investigate Patterns</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences of an area of the United Kingdom and a contrasting non-European country I can compare the lives of people in two different places in the world (locally, population, physical processes etc.), using a range of resources I can compare weather and climate in different locations around the world 	<p>Whole School topic – Olympics</p> <p>To Communicate Geographically</p> <ul style="list-style-type: none"> I can describe key aspects of Physical Geography, including: climate zones, biomes and vegetation belts I can create maps of locations, identifying patterns (such as: land use, climate zones, population densities and height of land) <p>To Investigate Places</p> <ul style="list-style-type: none"> I can use different types of fieldwork sampling (random and systematic) to gather information about the local area. <p>To Investigate Patterns</p> <ul style="list-style-type: none"> I can describe how the locality of the school has changed over time
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Year 6

<p>Passport to the World</p> <p>To Communicate Geographically</p> <ul style="list-style-type: none"> I can create maps of locations displaying patterns, such as land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies <p>To Investigate Places</p> <ul style="list-style-type: none"> I know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) I can analyse and compare different topological images, such as maps and aerial images I can name and locate some of the countries and cities of the world I can describe their human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns I can name and locate the countries of North America and identify their main physical and human characteristics I can compare different regions in Europe and North America to the UK, through the study of human and physical geography I can collect and analyse statistics in order to draw clear conclusions about locations I can identify and describe how the physical features affect the human activity within a location I can use a range of geographical resources to give detailed descriptions about the features of a contrasting location <p>To Investigate Patterns</p> <ul style="list-style-type: none"> I can compare weather and climate in different locations around the world
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<p>Who Do You Think You Are Kidding Mr Hitler?</p>

<p>Whole School topic – Olympics</p> <p>To Communicate Geographically</p> <ul style="list-style-type: none"> I can describe and understand key aspects of human geography I can describe and understand key aspects of physical geography I can create maps of locations displaying patterns, such as land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies <p>To Investigate Places</p> <ul style="list-style-type: none"> I know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) I can name and locate some of the countries and cities of the world I can describe their human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns I can compare different regions in Europe and North America to the UK, through the study of human and physical geography I can collect and analyse statistics in order to draw clear conclusions about locations I can identify and describe how the physical features affect the human activity within a location I can use a range of geographical resources to give detailed descriptions about the features of a contrasting location <p>To Investigate Patterns</p> <ul style="list-style-type: none"> I can compare the lives of people in two different places in the world (locally, population, physical processes etc.)
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Assessment in Humanities

I am a Historian

Year 3

Historian Skill	Date of the lesson you learned or used this skill	Confidence with this skill
To Investigate and Interpret the past		
I understand that some events from the past still affect people's lives		
I understand that my/our life is different from the lives of people in the past		
I can suggest why things in the past happened		
I understand the effects of events from history		
I can use evidence to ask questions and find answers to questions about the past		
To Build an Overview of World History		
I understand about the important events, people and changes of the period I am studying		
I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past		
I understand some aspects of the past beyond my living memory		
To Understand Chronology		
I know that the past can be divided into different periods of time		
I can order some key events in history and understand the concept of change over time - represent this on a timeline		
To communicate historically		
I can use historical words including dates, time period, era, change, chronology		

I am a Geographer

Year 5

Geographer Skill	Date of the lesson you learned or used this skill	Confidence with this skill
To investigate places		
I can collect and analyse statistics in order to draw clear conclusions about locations		
I can gather information to give detailed descriptions and opinions of the characteristic features of a location		
I can use different types of fieldwork sampling to gather information about the local area		
I can identify the key features of a location in order to say whether it is a city, town, village or coastal or rural area		
I can use specific vocabulary for physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		
I can use specific vocabulary for human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop		
I understand how some of these aspects have changed over time		
I can identify and describe how the physical features affect the human activity within a location		
To investigate patterns		
I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, our local area, and a contrasting non-European country		
I can compare the lives of people in two different places in the world (locally, population, physical processes etc.)		
I can compare weather and climate in different locations around the world		
I can describe how the locality of our school has changed over time		
I can use accurate geographical vocabulary to compare the physical features of a contrasting locality to the one in which I live		
To communicate geographically		

Reflection of Skills

Children are encouraged to see themselves as historians and geographers when they reflect on their learning in humanities lessons. Through analysing their acquisition of the skills involved in history and geoagrophy, they are able to see their progress from term to term, year to year.



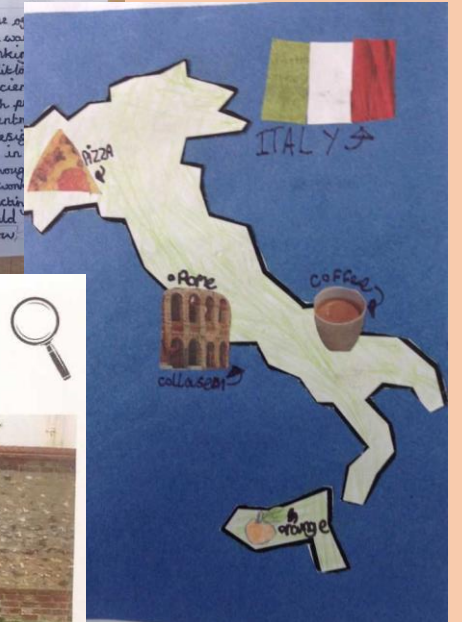
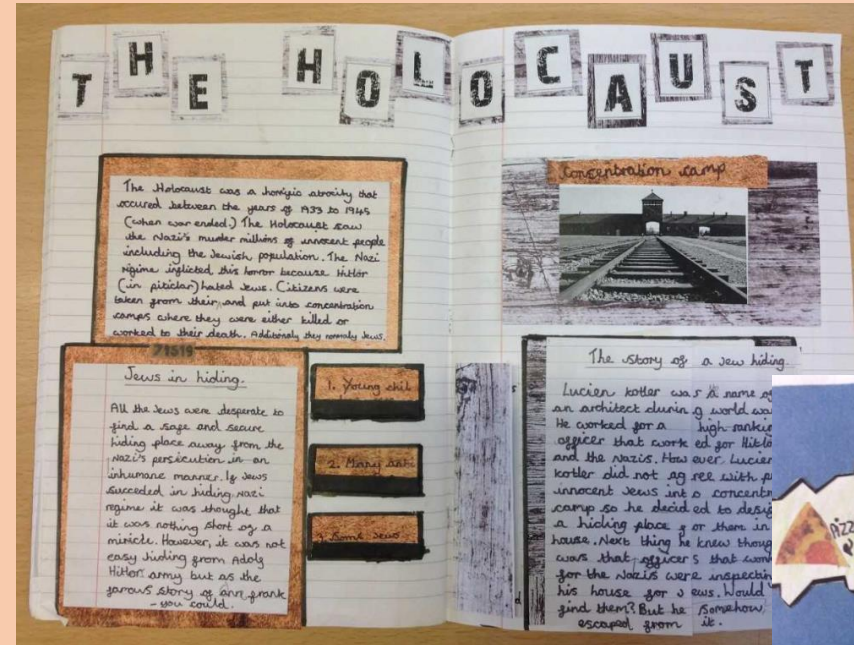
Which of the skills it takes to be a geographer do you feel confident in using?

Which skills would you like to work on further next year?

What geographical learning would you like to explore in the future?

Standards

The standard of work produced in history and geography is very high at Hove Junior School. We celebrate the children's achievements and successes and allow them time to think critically. Children have the opportunity to learn about history and geography in a cross-curricular approach through drama, art, design technology and through our 'Mantle of the Expert'.



Standards in Year 3



Wednesday 27th February 2019

IALT become an archaeologist

Archaeologist's Journal (New jobs in Hove)

It was a very wet day when we got to the 1st part of the day when we got there it was very wet. We managed to find a skull of a prehistoric animal. It was a bit old and we had to go over it. It was very wet and cold. We also found a fossil lamp.

Archaeologist's Journal

ILL: describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children.

ILL: use evidence to ask questions and find answers to questions about the past.

This is a polished dagger. I think it is from the Bronze Age because of that what it is made from. I think it was used for hunting.

This is a polished stone axe head. I think this is used for killing animals.

This is a polished stone pendant. I think it was used for jewellery.

This is a precious amber cup. I think this was used for drinking out of.

Bright work Joe! @

Tuesday 26th February 2019

IALT suggest causes and consequences of some of the main events and changes in history

Dear A. Fossil-keeper:

Thank you for contacting our team. Adventurous Archaeologists about the recent discovery of the envelope marked 'Archaeologists' and should go dig here' and the sketches it contained.

After some discussion, we have decided these sketches together with the map could indicate this is the site of a neolithic volcano. We have good knowledge of this period of history and will be looking out for neolithic tools, cave man, bobby, and solid as gold.

We always head to any job fully prepared of anything and will be expecting to help you with this. On these occasions we can assure we will pack torch, camera, nesting screen, string and markers, trowels, brushes of all sizes, hand tools, note pads and pencils, tape measure and biscuits!

Yours sincerely
Lola Belle

Dear archaeologist without hesitation right for the job tenacious and determined presence in all weather conditions.

Yours sincerely
Lola Belle

Thursday 28th February 2019

Archaeologist's Journal

ILL: describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children.

ILL: use evidence to ask questions and find answers to questions about the past.

This is a polished stone axe head. I think this is used for killing animals.

This is a polished stone pendant. I think it was used for jewellery.

This is a polished dagger. I think it is from the Bronze Age because of that what it is made from. I think it was used for hunting.

This is a precious amber cup. I think this was used for drinking out of.

Bright work Joe! @

Wednesday 27th February 2019

IALT become an archaeologist

Archaeologist's Journal (New jobs in Hove)

It was a very wet day when we got to the 1st part of the day when we got there it was very wet. We managed to find a skull of a prehistoric animal. It was a bit old and we had to go over it. It was very wet and cold. We also found a fossil lamp.

Climate = The weather in a country that changes a lot on weather hot and cold. Climate changes regularly and it can be different in one place.

Desert Climate = World's hottest climate.

Snow Climate = Very cold climate.

Longitude

Latitude

Longitude = long up & down.

Latitude = across up & down.

Tropic of Cancer

T. of Cancer = Northern Hemisphere.

Tropic of Capricorn

T. of Capricorn = Southern Hemisphere.

What is the Climate in Brazil?

The climate in the Arctic regions is normally very cold because of the ice. The climate in the Amazon region is normally very hot because of the rain. The climate in the desert regions is normally very hot because of the sun. The climate in the mountain regions is normally very cold because of the snow.

Britain is located in the Northern Hemisphere and Brazil is located in the Southern Hemisphere. Brazil is located closer to the equator than Britain which means that the climate is hotter and warmer. The two countries do have similarities. They both have mountains that can get very cold. Britain's mountains include Snowdonia and Ben Nevis while Brazil's include Pico da Bandeira and Pico da Neblina. In Britain there are four seasons: spring, summer, autumn, winter. In Brazil it is usually hottest in summer from June to August. The Amazon region in Brazil has an equatorial climate which means that rain is probably more.



Wednesday 27th February 2019

IALT become an archaeologist

Archaeologist's Journal (New jobs in Hove)

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Climate = The weather in a country that changes a lot on weather hot and cold. Climate changes regularly and it can be different in one place.

Desert Climate = World's hottest climate.

Snow Climate = Very cold climate.

Longitude

Latitude

Longitude = long up & down.

Latitude = across up & down.

Tropic of Cancer

T. of Cancer = Northern Hemisphere.

Tropic of Capricorn

T. of Capricorn = Southern Hemisphere.

What is the Climate in Brazil?

The climate in the Arctic regions is normally very cold because of the ice. The climate in the Amazon region is normally very hot because of the rain. The climate in the desert regions is normally very hot because of the sun. The climate in the mountain regions is normally very cold because of the snow.

Britain is located in the Northern Hemisphere and Brazil is located in the Southern Hemisphere. Brazil is located closer to the equator than Britain which means that the climate is hotter and warmer. The two countries do have similarities. They both have mountains that can get very cold. Britain's mountains include Snowdonia and Ben Nevis while Brazil's include Pico da Bandeira and Pico da Neblina. In Britain there are four seasons: spring, summer, autumn, winter. In Brazil it is usually hottest in summer from June to August. The Amazon region in Brazil has an equatorial climate which means that rain is probably more.



Standards in Year 4



Wednesday 26th June 2019

IALT write a newspaper report so I can recount the creation of our production

The daily news

Hove Juniors bring history to life!

On Tuesday

facts and news until they saw a glitch, a power snafu had gone and there was no time to wait. As soon as they could, they got to work cutting, painting and writing script.

11th June, 128 pupils braved into the hall expecting a long, boring, dull, dreary, tedious, horrible... test. But when the video was turned on they had several tiresome seconds of endless

over the course of lunch

On the day of the dress rehearsal, we had a good performance, however it was a bit of a disaster. Cross-casting, badly and death were only a few of the highlights of this performance, however it was a bit of a disaster. Cross-casting, badly and death were only a few of the highlights of this performance, however it was a bit of a disaster.

17.6.19

I am learning to write a script so that I can prepare a dramatic production.

Introduction music / 5:1 cues

ES2: Hello and welcome to the Historical Heroes cookery show!

E: Today we hope to intrigue you by the writings... unusual taste in food.

2: And how often they eat it. But first, please welcome our contestants... Ingrid, ^{appears} Alisha and ^{confidently} Alisha.

And Tapper, ^{applauds} applause, ^{works} works.

E: You are Ingrid.

A: Yes, I think so. By the way, do you know where the servants are to clean up?



Wednesday 12th June 2019

I am learning to write a script so I can prepare a dramatic production.

Everyone (can't see us) HORRIBLE HISTORIES - GRUESOME GAMES!!

William: We Vikings had a lot of strange things about our lives, so if you excuse me I need to go and kill someone.

Juliette: Hello and welcome to Gruesome Games, here are today's contestants are

Lola: SMASHING

Matilda: Summer from uninvited random

Juliette: CLEVER

Lola: Charlie from England

Matilda: (Bored) ordinary

Juliette: Albert from Hove

Lola: Albert Hex! (Annoyed)

HELLO 88888888

Tuesday 26th February 2019

IALT suggest causes and consequences of some of the main events and changes in history

Dear Brighton Museum Keeper,

Thank you for contacting our team Prehistoric People. We are so happy to help you we have our van full with stuff and we are ready with our tools. And Thank you again because you did a phone call and amazingly we jumped out of our chair like 32 frogs in a frog school we are very happy to help you!

We are going to get collection of brushes, food, water, TV, toys, walky-talky, and a camera insatiably. Back-packs and a wigwag and black boots.

tomorrow we will be ready and Gooooo!

your senali: Merva

Needs more here.

Fantastic letter. Beautifully presented

* Punctuate lines marked -> Letter ends too sudden another sentence where no

Wanted!

13 children!!!

This terrifying, Celtic woman is a danger to society! She has glowing, red hair and weird buttons covering her body. If you see her, capture her and hang her in!!!

GRIMES: She burnt down 6 orchards, 56 Alberts, and 1 woodland! She also killed tons of 13 orphans!!!!!!



REWARD: 7 IT I thousand pounds!



Standards in Year 5





Wednesday 6th February 2019
IALT compare two civilisations.

The pictures show Mayans and Anglo-Saxons were similar because they are both religious buildings and that tells me they both had religions.








These pictures show Mayans and Anglo-Saxons were different because the Mayan temple is a lot bigger than the Anglo-Saxon religious building.

These pictures are different because the Mayan one is playing with a ball and the Anglo-Saxon's play with dice made out of whale bone.

These pictures are similar because they both played games in their leisure time.

Team Name: Starline History
Team Members: Sofia, Lily, Jade, Mick and Sammy Pin

Artefact	What we think it is?	Our justification
	Mayan Calendar ✓	We know this because Mrs Hudson told us. The calendar has 50 years on it. It has 20 years more than one calendar because it has 20 years and each year has 8 days. And he learnt about this on Mayan day.
	Mayan ring ✓	We know this because it has Mayan symbols and we have heard about it and that it's made of stone. After it's worn it's called a ring and that's why you need to wear it to keep it clean.
	Mayan stone pendant ✓	We think it's a Mayan painting of a god on stone because in those days most people worshipped gods. And they put blood on a stone. Mayan gods were painted on stone.
	Mayan stone pendant ✓	We think that because it looks like it's made of rock and looks like a dragon. We think that what Mayans thought dragons might look like.
	Mayan stone pendant ✓	We think that because they didn't have teeth and they probably had to fill it up with fresh water and they might have had to use it for toothpaste.
	Mayan stone pendant ✓	We think it's a Mayan sculpture because it's made of stone and it's a sculpture. Because it's also made of stone and it's a sculpture. Because it's also made of stone and it's a sculpture.
	Mayan stone pendant ✓	We think it's a Mayan sculpture because it's made of stone and it's a sculpture. Because it's also made of stone and it's a sculpture. Because it's also made of stone and it's a sculpture.

Mayan Civilisation

Mayan Religion

Part of the Mayan people, who worshiped their gods, they used to build temples to worship their gods. They used to build temples to worship their gods. They used to build temples to worship their gods. They used to build temples to worship their gods.

Mayan Food And Drink

The Mayan people used to eat a lot of food. They used to eat a lot of food. They used to eat a lot of food. They used to eat a lot of food. They used to eat a lot of food.

Mayan Transport

The Mayan people used to travel by boat. They used to travel by boat. They used to travel by boat. They used to travel by boat. They used to travel by boat.

Wednesday 3rd July 2019

★ IALT what it means to be a refugee.

Persecution = forced to leave the country due to what's going on around them.

Refugee = someone who has left their country because of their country is not safe. When you are given refugee status by another country you are allowed to live in that country, safe from harm.

Asylum seeker = someone looking for a safe place to stay. Someone who wants to stop war.

Persecution = means continually treating others in a cruel way of race, religion, politics or some other difference in school, bullying is a form of persecution.

Asylum seeker = somebody who has fled from their home country in fear of persecution, who has asked the government of another country to recognise them as a refugee and is awaiting their decision.



Standards in Year 6



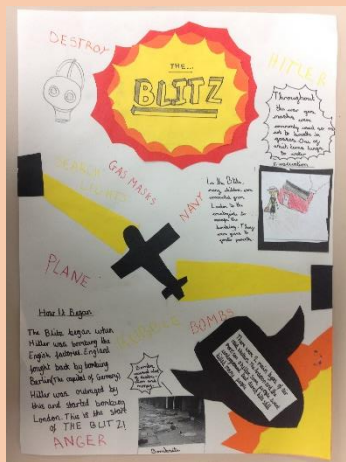
to our cohesion.

Para 2: Another fiasco day in this place goes by. Tossing with the dirt and stones, that sometimes look cleaner than myself. I find myself day dreaming about my old life, my wonderful life, the life I had before I came to this hell-ridden camp. I miss Poland - I miss my home.

Para 3: Oh, how I long to be in our sweet village again. Sitting around the table eating mother's delicious dinners, whilst Josef (my brother) teased me and mama and papa talked about work. I miss playing ball with our dog and laughing with my friends. Will we ever see return?

Para 4: This place offers nothing more than sorrow. Hollow bodies and sad eyes can be seen everywhere. Echoes of gun shots and cries and wails drift throughout the camp. Daily threats cross all our minds. Why is there no food? Why are the soldiers so aggressive? Should any child of my age see what I've seen? What did we ever do wrong?

Para 5: Now I sit by the fence, longing for freedom. I wonder if I could dig a hole and risk an escape? Although, the guards would probably shoot me first. The bright sunlight makes me feel dizzy. I wonder when I was ill at home mama always gave me a spoonfull of a brown syrupy syrup like liquid and a kiss on the forehead. I miss home so much. I can't remember



The Daily Times

The great escape

At 8:00 on the night of the escape, the prisoners of war began to dig their way out of the camp. The escape was a dangerous one, but the prisoners were determined to succeed. They used their tools to dig a tunnel through the camp walls. The escape was successful, and the prisoners were able to reach the other side of the camp.

The escape was a great success. The prisoners were able to reach the other side of the camp. The escape was a great success. The prisoners were able to reach the other side of the camp.

The Daily Times

War Writes Local

Tragic Accident Like No Other!

On the night of the accident, the plane was flying over the city. The plane was carrying a large number of passengers. The plane was hit by a missile, and it crashed into the city. The accident was a tragic one, and it was a loss for the city.

The accident was a tragic one. The plane was hit by a missile, and it crashed into the city. The accident was a tragic one, and it was a loss for the city.

The Daily Times

D-DAY: THE STORY BEHIND THE STORY

On the morning of D-Day, the Allies launched their invasion of Normandy. The invasion was a great success, and it was a turning point in the war. The Allies were able to establish a beachhead on the Normandy coast, and they were able to push the Germans back.

The invasion was a great success. The Allies were able to establish a beachhead on the Normandy coast, and they were able to push the Germans back.



The Bombing

On the night of the bombing, the city was hit by a large number of bombs. The bombing was a great success, and it was a loss for the city. The city was hit by a large number of bombs, and it was a loss for the city.

The bombing was a great success. The city was hit by a large number of bombs, and it was a loss for the city.



Greater Depth Opportunities



Anne Frank

Handwritten notes about Anne Frank, mentioning her diary, her family, and her life in Amsterdam.

Handwritten notes about Anne Frank, mentioning her diary, her family, and her life in Amsterdam.

THE HOLOCAUST

Handwritten notes about the Holocaust, including a timeline and a section on Anne Frank.

Handwritten notes about the Holocaust, including a timeline and a section on Anne Frank.

War Writes Local

Tragic Accident Like No Other!

Handwritten notes about a tragic accident, mentioning a car crash and the loss of life.

Make Do And Mend

Handwritten notes about a community project, mentioning a sewing machine and the importance of mending clothes.

MISSING

Handwritten notes about a missing person, mentioning a girl named Rose and her disappearance.

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