



# 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.**

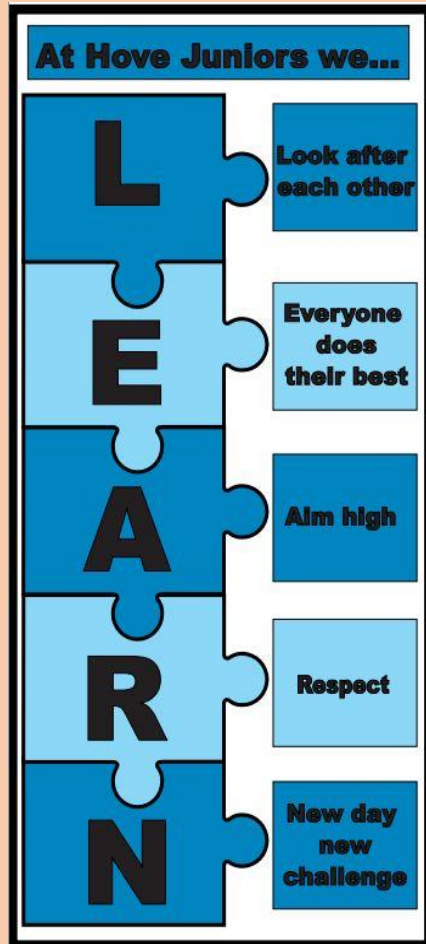
**Our practical and immersive learning experiences teach us to empathise with people from other cultures, climates and historical eras, making comparisons to our lives here and there's. One of the ways we bring our humanities curriculum to life is through Mantle of the Expert where children take on the 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.**





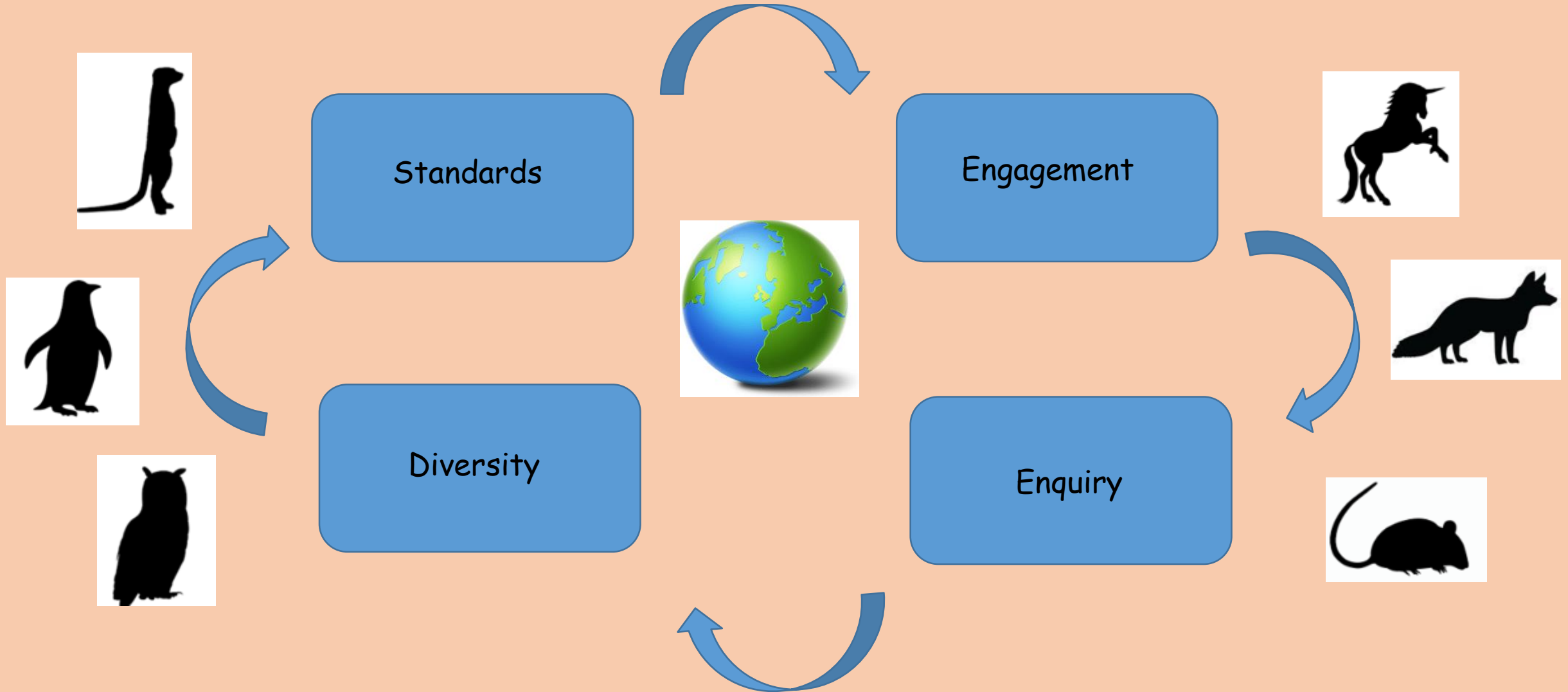
	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance

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.

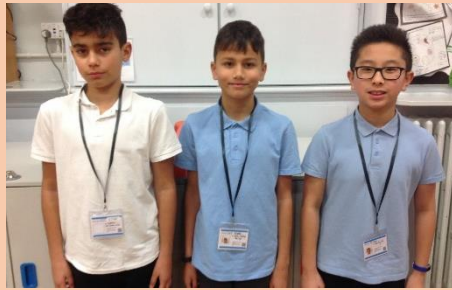




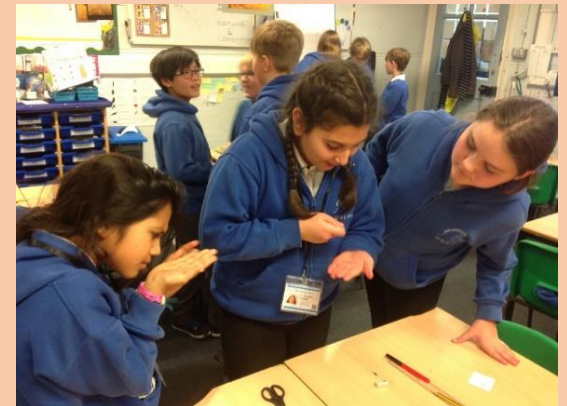
# Mantle of the Expert



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

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





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



# Curriculum Overview - Geography



Hove Junior Curriculum Map Overview 2019 – 2020

Subject: Geography

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



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

<p><b>Passport to the World</b></p> <p><b>To Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>To Investigate Places</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>I can analyse and compare different topological images, such as maps and aerial images</li> <li>I can name and locate some of the countries and cities of the world</li> <li>I can describe their human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns</li> <li>I can name and locate the countries of North America and identify their main physical and human characteristics</li> <li>I can compare different regions in Europe and North America to the UK, through the study of human and physical geography</li> <li>I can collect and analyse statistics in order to draw clear conclusions about locations</li> <li>I can identify and describe how the physical features affect the human activity within a location</li> <li>I can use a range of geographical resources to give detailed descriptions about the features of a contrasting location</li> </ul> <p><b>To Investigate Patterns</b></p> <ul style="list-style-type: none"> <li>I can compare weather and climate in different locations around the world</li> </ul>
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<p><b>Who Do You Think You Are Kidding Mr Hitler?</b></p>
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<p><b>Whole School topic – Olympics</b></p> <p><b>To Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>I can describe and understand key aspects of human geography</li> <li>I can describe and understand key aspects of physical geography</li> <li>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</li> </ul> <p><b>To Investigate Places</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>I can name and locate some of the countries and cities of the world</li> <li>I can describe their human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns</li> <li>I can compare different regions in Europe and North America to the UK, through the study of human and physical geography</li> <li>I can collect and analyse statistics in order to draw clear conclusions about locations</li> <li>I can identify and describe how the physical features affect the human activity within a location</li> <li>I can use a range of geographical resources to give detailed descriptions about the features of a contrasting location</li> </ul> <p><b>To Investigate Patterns</b></p> <ul style="list-style-type: none"> <li>I can compare the lives of people in two different places in the world (locally, population, physical processes etc.)</li> </ul>
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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
<b>To Investigate and Interpret the past</b>		
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		
<b>To Build an Overview of World History</b>		
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		
<b>To Understand Chronology</b>		
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		
<b>To communicate historically</b>		
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
<b>To investigate places</b>		
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		
<b>To investigate patterns</b>		
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		
<b>To communicate geographically</b>		



# 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?*

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

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

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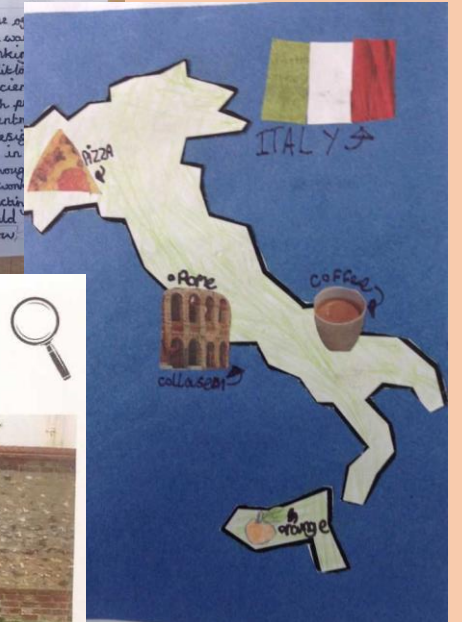
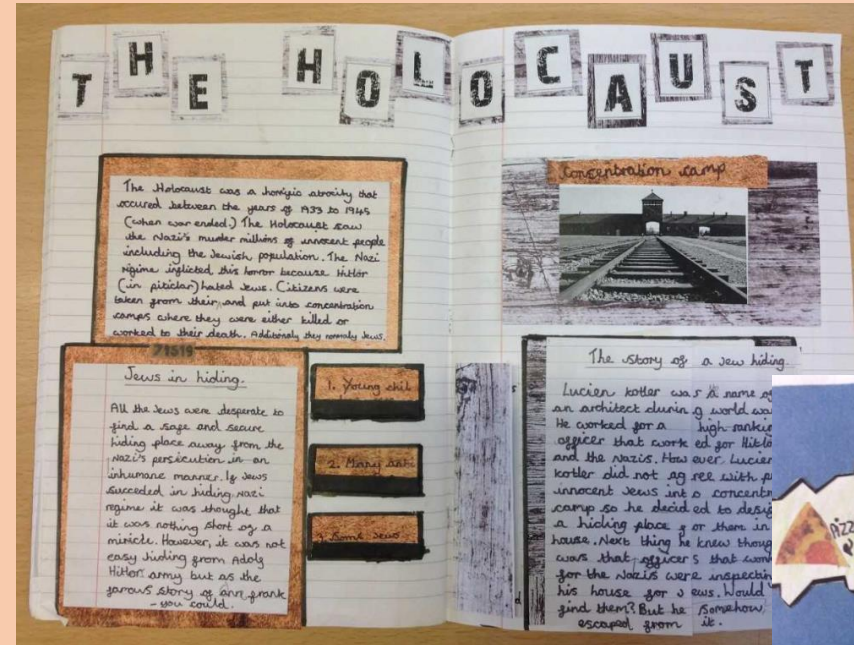
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# Standards

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'.





## A group of children are lying on their stomachs on a large white sheet spread out on a wooden floor. They are holding books or papers and appear to be engaged in a reading or writing activity. The children are wearing various colorful clothing, including patterned pajamas and casual clothes. The room has large windows in the background, letting in natural light.

It was about 11:25 AM when we got to the 1 part of the dig when we got there it was very wet. We managed to find a skull of a five-toed sloth. Until a storm hit and we had to get over. We felt very wet, and cold. We also found a porcupine. 10



Wednesday 27<sup>th</sup> February 2018

cells:

LT describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and



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 pendant. I think it was used for jewellery.



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



This is a polished stone  
axe head. I think this  
<sup>was</sup> is used for killing animals.

Brilliant  
work Joe! (u)

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 could should 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 archaic volcano. We have good knowledge of this period of history and will be looking out for archaic lava, cave man boulders, and solid or gold.

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

Your sincerely  
Lola Belle

Edit page

Dear  
archaeologist  
without hesitation  
right for the job

tenacious and determined

persevere in all weather cond

Yours sincerely

tooth, compass, casting screen, string  
trowels, brushes of all sizes, hand  
and pencils, tape measure and b

[illegible]

W/o. roads

I can create a factory for my design team

Our boys name is Thunderbolt. They help us learn how to read and design together for 4 years. He's been here from 2017 when it

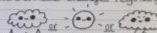


In this flashback we are having a lot of fun playing with our 2 dogs Kevin and James. They play in all the best places of our school. The girls with their hair bands and their new hat that we made.

Wednesday 18 May

I can compare and contrast different climates.

Climates: The weather in a country. This depends on lot on weather, but cold climate changes regularly and is can be hot and cold. It can be sunny and rainy. It can be dry and wet.



Desert Climate: World's hottest climate.

Snow Climate: Very cold climate.

Longitude

Longitude: Long up, down.

Latitude

Latitude: ground, 90° N, S.

Tropic of Cancer

T. of Cancer - Northern Hemisphere

Tropic of Capricorn

T. of Capricorn - Southern Hemisphere

What is the Climate in Britain?

The climate in the British regions is normally very cold. Due to climate, shadows are long and the ice caps will melt and will go into our sea, causing a high sea level.

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. They both have mountains that can get very cold. Brazil mountains include Serra da Mantiqueira and Serra da Capatzen. Brazil includes Serra da Mantiqueira and Serra da Capatzen. Brazil includes Serra da Mantiqueira and Serra da Capatzen.

A row of blue blocks spelling out 'STANDARDS'. Each block is a cube with white capital letters. The first block shows 'S' on the top and front faces. The second shows 'T' on the top and front. The third shows 'A' on the top and front. The fourth shows 'N' on the top and front. The fifth shows 'D' on the top and front. The sixth shows 'A' on the top and front. The seventh shows 'R' on the top and front. The eighth shows 'D' on the top and front. The ninth block shows 'S' on the top and front faces.



# Standards in Year 4



Wednesday 26<sup>th</sup> 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

the 11<sup>th</sup> 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 facts and news until they saw a glitch, a power suddenly shut down the clip had gone and there was no time to waste. As soon as they could they got to work cutting, painting and writing script - ls. "I was up all night writing scripts for my team," claims a young girl while another explains how she was up all night and had paint up to her elbows in paint from creating a childhood over for her team.

Edit Page

Target - Include some historical facts

On the day of the dress rehearsal we had thrills (lots), spills, flying demons and a crowd. But now however what they say "A bad dress rehearsal means a good performance" and that's true the next Cross-casting, badly and death were only a few of the highlights of this performance, however I have let fill this page to list everything, let's see the person and interviewed - never no less than 13 children and every one of them was pleased with the performance they produced. The winning group is yet to be announced....

This article was written by Miss Lucy Grim.

17.6.19

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

Introduction: music / 5-7 lines

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, apparently Alisha and confidently Alisha.

And Tapper, applause, Wah Princess.

E: You are Ingrid.

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



Wednesday 12<sup>th</sup> 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 united kingdom

Juliette: CLEVER

Lola: Charlie from England

Matilda: (Bored) ordinary

Juliette: Albert from Hove

Lola: HELLO 88888888

Albert: Hex! (Annoyed)

Juliette: HELLO 88888888

Lola: HELLO 88888888



Tuesday 26<sup>th</sup> 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 insipidly. 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 old Easter, St Albans, and 1 London! She also killed tons of 13 animals!!!!!!

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 ✓	We think it's a Mayan stone because it's on stone because those days most people worshipped gods. And they put blood on a stone. Mayan people believed in gods and they used to put blood on a 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 Mayan's thought dragons might look like.
	Mayan stone ✓	We think that because they didn't have fire and they probably had to fill it up with fire water and they might have had to make it. It's like they look more like in the book.
	Mayan stone ✓	We think it's a Mayan stone because it's made of stone and that's what they used for carvings. Because also there is a dragon on it and they would have done it.
	Mayan stone ✓	We think it's a Mayan stone because it's made of stone and that's what they used for carvings. Because also there is a dragon on it and they would have done it.

Mayan Civilisation

**Mayan Religion**

Part of the Mayan people, who worshiped of their gods. They were used for a variety of reasons for spiritual, but they were mostly used for the gods. They were used for a variety of reasons for spiritual, but they were mostly used for the gods. They were used for a variety of reasons for spiritual, but they were mostly used for the gods.

**Mayan Food And Drink**

The Mayan people had a wide variety of food. They ate a lot of corn, beans, and squash. They also ate a lot of fruit, like mangoes and avocados. They also drank a lot of beer, which was made from corn.

**Mayan Transport**

The Mayan people used a variety of transport. They used a lot of canoes, which were made from a single piece of wood. They also used a lot of horses, which were brought from the Americas. They also used a lot of donkeys, which were used for carrying goods.

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.









# Greater Depth Opportunities



★ Anne Frank

Anne Frank, a vivacious young girl, is one of the most well-known victims of the Holocaust. She is famous for her insightful, journaling and moving quotes. Born in Frankfurt Germany in 12th of June 1929, Anne came from a wealthy family, which was surprisingly considering the economical crisis Germany were facing at the time due to the loss of the Great War.

Anne's sister Margot was a hardworking, quiet girl. Unlike Anne, who was energetic and mischievous, Anne's mother (Edith Frank) was an affectionate woman and her father (Otto Frank) was dedicated to keeping his family safe. Anne had many friends as a result of her outgoing optimism. She also had a passion for writing - she wished to be an author some day.

In the year 1933, Adolf Hitler rose to the brightly title of Führer (leader) in England. Hitler despised Jews and unfairly blamed them for Germany's loss of the Great War. He believed the German army had set fire on the Reichstag, but when betrayed in the Reichstag by the Jews. By announcing this publicly, he created a Street-level fear. Soon Jews were hated just for being Jewish. Each then, Germany was a very poverty-stricken country. The Nazis spread the message that everything the Jews was the only good. Along with this bad announcements and the persecution to make Germany strong again, anti-Jewish, the election. Soon after, his rise to power, Hitler brought in anti-Jewish laws, nearly every week. This called the Nuremberg Laws. One of the laws to make plans to remove Jews and his family and his business.

Every month their soon turned into weeks and then turned into days. Otto, spending the worst months to plan a compromise of the attic in his company, sandwiched into a hidden place for his family. When the attic was finished for Margot to be disposed to a labor camp, Otto - with the help of Johannes Kugler, Miss Guss, and Kugler and Otto decided to make the move to the attic where they lived. (They also moved with a spy called the Van der Meer and Miss Guss).

The attic was hidden behind a movable bookshelf and was made up of an attic, a small number of bedrooms and a bathroom. Living in the attic was tough. In there were Nazis searching the streets day and night, checking out every street of Jews and the slightest sound could alert them to the hidden hiding spot. They had to be very quiet and not run away as the police did straight through the factory. Despite all this, Anne happily celebrated her 13th birthday and received a diary from her father which is the reason for Anne's story today.

Towards the end of WWII the Nazis became a little less careful, a little less violent. They were destroyed day on day. Anne's diary was hidden in the attic and she lived in the attic. In the attic, she lived with her mother and sister. In the attic, she lived with her mother and sister. In the attic, she lived with her mother and sister.

Soon after her capture, Anne and her family were transported to Auschwitz - which was one of the largest concentration camps in this area. Anne and Margot were sent to Bergen-Belsen, Germany. It was a very bad place. Anne and Margot were sent to Bergen-Belsen, Germany. It was a very bad place. Anne and Margot were sent to Bergen-Belsen, Germany. It was a very bad place.

THE HOLOCAUST

**Anne Frank**

Anne Frank, a Jewish girl, was born in Frankfurt, Germany, in 1929. She was a writer and a diarist. She wrote a diary from 1942 to 1944, which was found after her death in the Auschwitz concentration camp. Her diary is now a UNESCO World Heritage Site.

**Anne Frank's Story Timeline**

1929: Born in Frankfurt, Germany.

1941: Moved to Amsterdam, Netherlands.

1942: Hid in the attic of her father's office.

1944: Discovered by the Nazis and sent to Auschwitz.

1945: Died in the Auschwitz concentration camp.

War Writes Local

**Tragic Accident Like No Other!**

The death of a young girl, who was a writer and a diarist, was a tragedy like no other. Her diary, which was found after her death, is now a UNESCO World Heritage Site.

**Make Do And Mend**

Learn how to mend your clothes and save money. Join our class today!

MISSING

Rose E. Blum, a ten-year-old schoolgirl from Berlin (Germany), disappeared from her village's local school at around 7:30 P.M. on Wednesday 12th July. Urgent enquiries are requested to trace this girl, who is described as brave and creative.

Rose is reported to be around 5ft 9 in tall. She is of slight build; has light, icy blue eyes; Golden blonde hair (cut into a bob) and bright, happy eyes. Described as pale-faced with tiny, ginger freckles. She is also rather thin. "In Rose's last sighting, she was wearing a white dress, a navy blue coat, an old brown waistcoat and patterned, aged school bag. She also wore some light, knee-high boots, which were well-worn."

The talented little girl, who was quiet and calm, is described as selfless and thoughtful. She is also well-known as a confident leader.

Any information relating to this girl's whereabouts should be sent to the police.

Known to be

as selfless and thoughtful. She is also well-known as a confident leader.

Monday 24th June 2025

Today I wrote my thoughts and ideas in a journal.

Success criteria:

- Technical vocabulary ☐
- Thoughts, feelings, ideas ☐
- Reasons for using tools ☐
- Paragraphs ☐
- Writing skills ☐

Dear Journal

We are about to begin a new project in Tippy. I hope my diary is a great idea to keep a record of each day in my journal.

Today, I will start my journal by talking about my previous tools. All millionaires must begin by measuring their clients' head, previously and for this we need a flexible tape measure. After, from the measurements you will be able to make a wooden or molded (hat block) made to get the exact form of our design. I will reach for my fabric scissors to cut the fabric.

Adding our time, we use a special steam to shape our fabric around the wooden mould to the shape we want it to be. It is essential that when you are

Wednesday 3rd April 2019

Cup Crime Chances!

By: (Matilda Route Tongate)

On Thursday 20th March, at midnight the rare and valuable Amber Cup was pilfered from Hove Museum. We think that the thief was the bad Unidentified person, burning hot paint leading to the fact the museum workers and managers are very upset about it because it was one of the stars of the display for local visitors to enjoy. And about to look at it and see to be amazed.

In the early hours of Thursday morning the sound of high-pitched screaming alerted security guards Tony and Bob (92) (50) to the Archaeological Gallery within the museum. When they arrived at the scene, only found broken glass and a splatter of DNA on the corner of the glass case where the Amber Cup used to be. They immediately called the police. But before they arrived, they checked the CCTV cameras but they were smashed.

Lulu Mika, the caretaker of the museum, was looking at her watch for when she was about to leave. "As I was about to leave the museum I heard a loud noise in a bush outside near a bench and then a smash of glass!" she exclaimed. "I was up late trying my best of date pudding. When I was just about to leave my shop I looked through the Brighton and Hove Museum and I saw something moving inside!" She cried. Raig Duckworth the owner of Duckworth's Delicious Sweets!

The Amber Cup was discovered in 1865 during an excavation of a burial mound in Palmer's Square, Ex. It is blind to be around 3,200 years old and it is made from a Baltic Amber.

Experts believe it is the only one of its kind! (It's hard to see you know so don't try it in your back garden, bad idea!)

Police are scanning all over the museum for fingerprints but instead a piece of DNA and a fingerprint. Up until they find this little crook, police are asking everyone in town if they know about this terrible crime to help inform them as soon as it is possible. They hope the precious Amber Cup will be returned soon.

A great newspaper report Matilda.

Have I included...?	✓ or ✗	My writing targets	Have I achieved my targets?
A catchy headline.	✓	✓ I will use at least 3 good adjectives.	✓ Yes because I have been trying really hard on my next piece of writing.
Sub-heading.	✗	✓ I will use at least 3 good adjectives.	✓ I have been trying really hard on my next piece of writing.
Caption.	✓	✓ I will use at least 3 good adjectives.	✓ I have been trying really hard on my next piece of writing.
Opening paragraph.	✓	✓ I will use at least 3 good adjectives.	✓ I have been trying really hard on my next piece of writing.
Direct quotes.	✓	✓ I will use at least 3 good adjectives.	✓ I have been trying really hard on my next piece of writing.
Written in third person.	✓	✓ I will use at least 3 good adjectives.	✓ I have been trying really hard on my next piece of writing.
Written in chronological order.	✓	✓ I will use at least 3 good adjectives.	✓ I have been trying really hard on my next piece of writing.

Examples of what is done well:

- ✓ Spelling: believe it or not, the only one who is a thief!
- ✓ Spelling: believe it or not, the only one who is a thief!
- ✓ Spelling: believe it or not, the only one who is a thief!

Spelling to work on:

- place - place
- place - place
- place - place

What we've all done well:

- ✓ Spelling: believe it or not, the only one who is a thief!
- ✓ Spelling: believe it or not, the only one who is a thief!
- ✓ Spelling: believe it or not, the only one who is a thief!

Ways forward for everyone:

- ✓ Spelling: believe it or not, the only one who is a thief!
- ✓ Spelling: believe it or not, the only one who is a thief!
- ✓ Spelling: believe it or not, the only one who is a thief!