

HUMANITIES



GEOGRAPHY

AT LOUGHTON SCHOOL

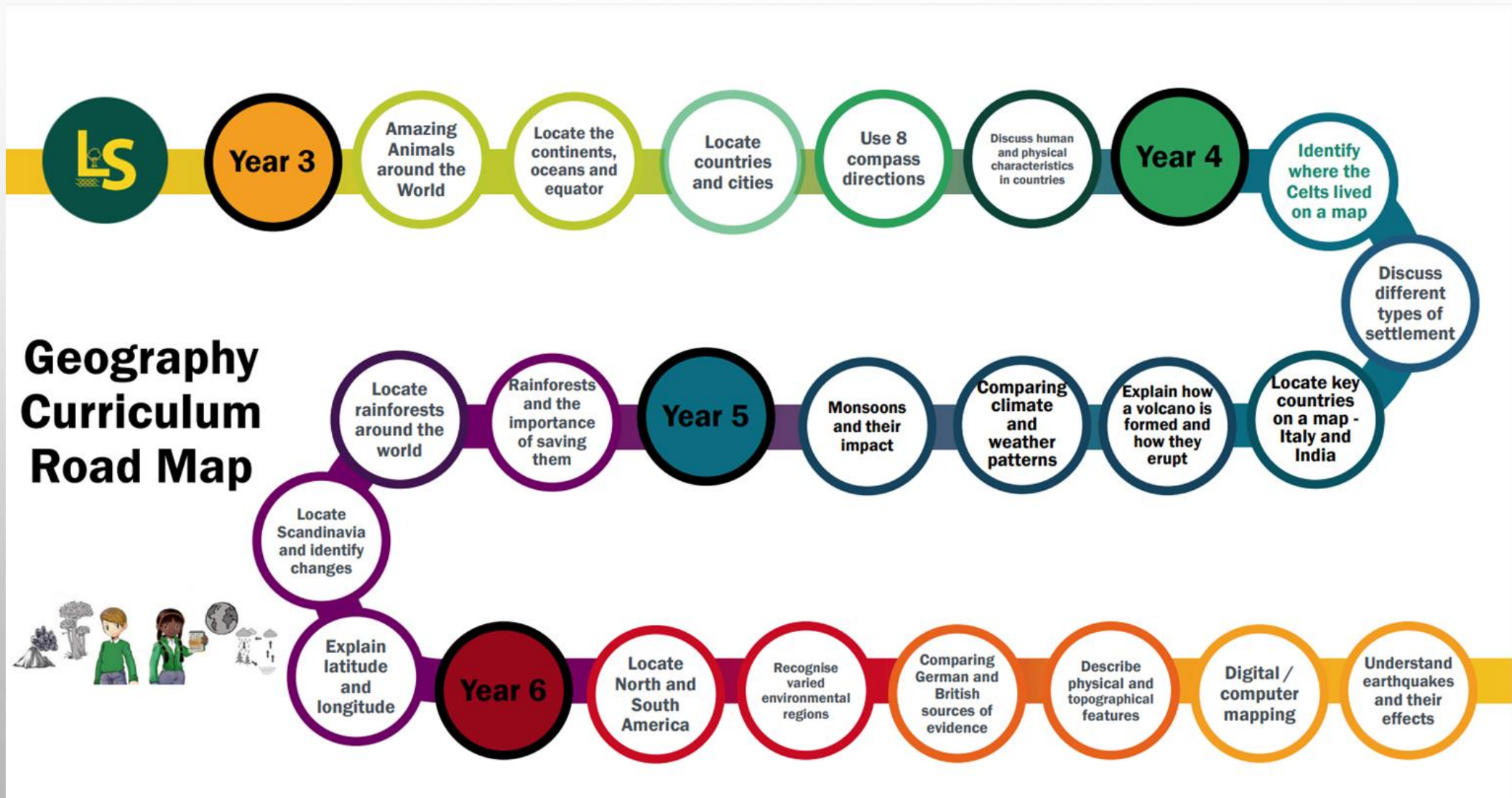




VISION STATEMENT

- OUR VISION FOR GEOGRAPHY AT LOUGHTON SCHOOL IS TO INSPIRE ALL OF OUR PUPILS TO HAVE A CURIOSITY AND FASCINATION OF THE WORLD AROUND US AND ITS PEOPLE THAT THEY WILL WANT TO TAKE FORWARD INTO SECONDARY SCHOOL AND THEIR WIDER LIVES. OUR WORK IN GEOGRAPHY IS PREDOMINANTLY CONCERNED WITH THE STUDY OF PLACES, THE PEOPLE WHO LIVE IN THEM AND THE HUMAN AND PHYSICAL PROCESSES WHICH OCCUR IN THEM.
- THROUGHOUT THEIR TIME AT LOUGHTON, THE CHILDREN WILL DEVELOP AND BUILD ON THEIR KNOWLEDGE OF THE WORLD, THE INTERACTION BETWEEN PHYSICAL AND HUMAN PROCESSES AND THE FORMATION AND USE OF LANDSCAPES AND ENVIRONMENTS. THE JOURNEY OF A GEOGRAPHER FROM YEAR 3 TO YEAR 6 ENSURES THAT THEIR GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING IS PROGRESSIVE, BUILDS ON PREVIOUS LEARNING. THEY DEVELOP THEIR UNDERSTANDING OF THE WORLD, THEIR GEOGRAPHICAL SKILLS AND ARE ABLE TO MAKE CONNECTIONS BETWEEN PHYSICAL GEOGRAPHY AND ITS IMPACT ON HUMANS.
- [VISION](#)

PROGRESSION GRID



A TYPICAL YEAR 6 LESSON

Geography Biomes



KS1

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Lower KS2

- name and locate the world's 7 continents and 5 oceans (Revision from KS1).
- locate the Equator, Arctic Circle and Antarctic Circle on a globe.
- describe aspects of physical geography using the correct language.
- describe aspects of human geography using the correct language.
- name and locate countries and cities I am learning about.
- can locate human and physical characteristics in the countries I am learning about.
- use a map to identify the physical features of a country
- name and locate countries and cities of the UK (revisit from K&Q Y3)
- identify, compare the human features of India and the UK using geographical language
- explain the climate and weather patterns of India and compare these to the UK.
- I can describe how a monsoon can affect the lifestyles of the people who live in India

Year 5

I can explain what a rainforest is and why it is important to save them.

I can label a map of the world correctly and indicate where the rainforests are.

I can identify on a map the equator (revisit from AA Y3)

I can identify the Tropics of Cancer and Capricorn

I can recognise how humans have affected the landscape over time (i.e. icecaps and rainforests)

I can use an Atlas and various maps to find information.

I can recognise and identify the world's oceans and continents.

I can use maps to locate Scandinavia.

I can identify the capital cities of Norway, Sweden, Finland and Denmark

I can identify how Scandinavia has changed since the Viking Era.

I can explain what the terms longitude and latitude mean.

Year 6

I can identify what a biome is.

I can locate the major biomes on a world map.

I can gather information from different sources in order to research a specific biome.

What are biomes?

Biomes are areas of the planet with similar **climates**, **landscapes**, **animals** and **plants**.
What lives in each biome depends on:

- how **warm** or **cold** it is
- how **dry** or **wet** it is
- how fertile the **soil** is

The animals in a biome depend on plants for food.

The plants in a biome can also depend on the animals to **spread pollen and seeds** so new plants can grow. So both plants and animals rely on each



What are the major biomes?

You are now going to spend some time learning a little more about biomes and the different types.

Using the iPads, log into the Britannica website and on the foundation level, type 'biomes' into the search bar. Read and take notes on the different types of biomes and some key information about them.

As you now know, there are 6 main biomes in the world. You are going to choose 2 of them to carry out more detailed research about.





Can you locate the main biomes on a world map?

Using the information you have gathered, colour the world map provided to identify the main biomes and where they are.

Colour:

Deserts **yellow**

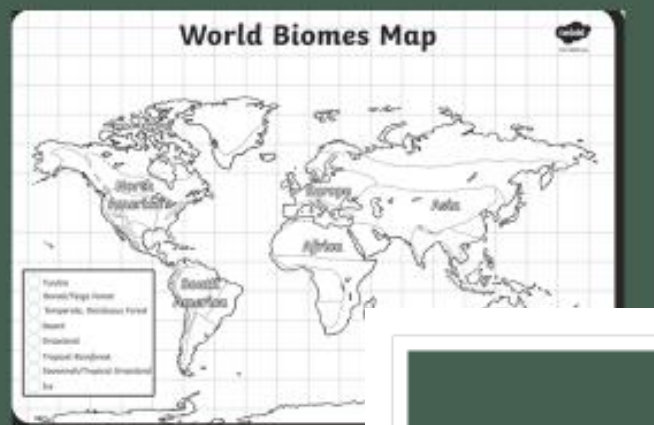
Tundra **light blue**

Deciduous forest **light green**

Taiga **dark green**

Tropical rainforest **dark blue**

Savannah/grasslands **orange**



Independent research

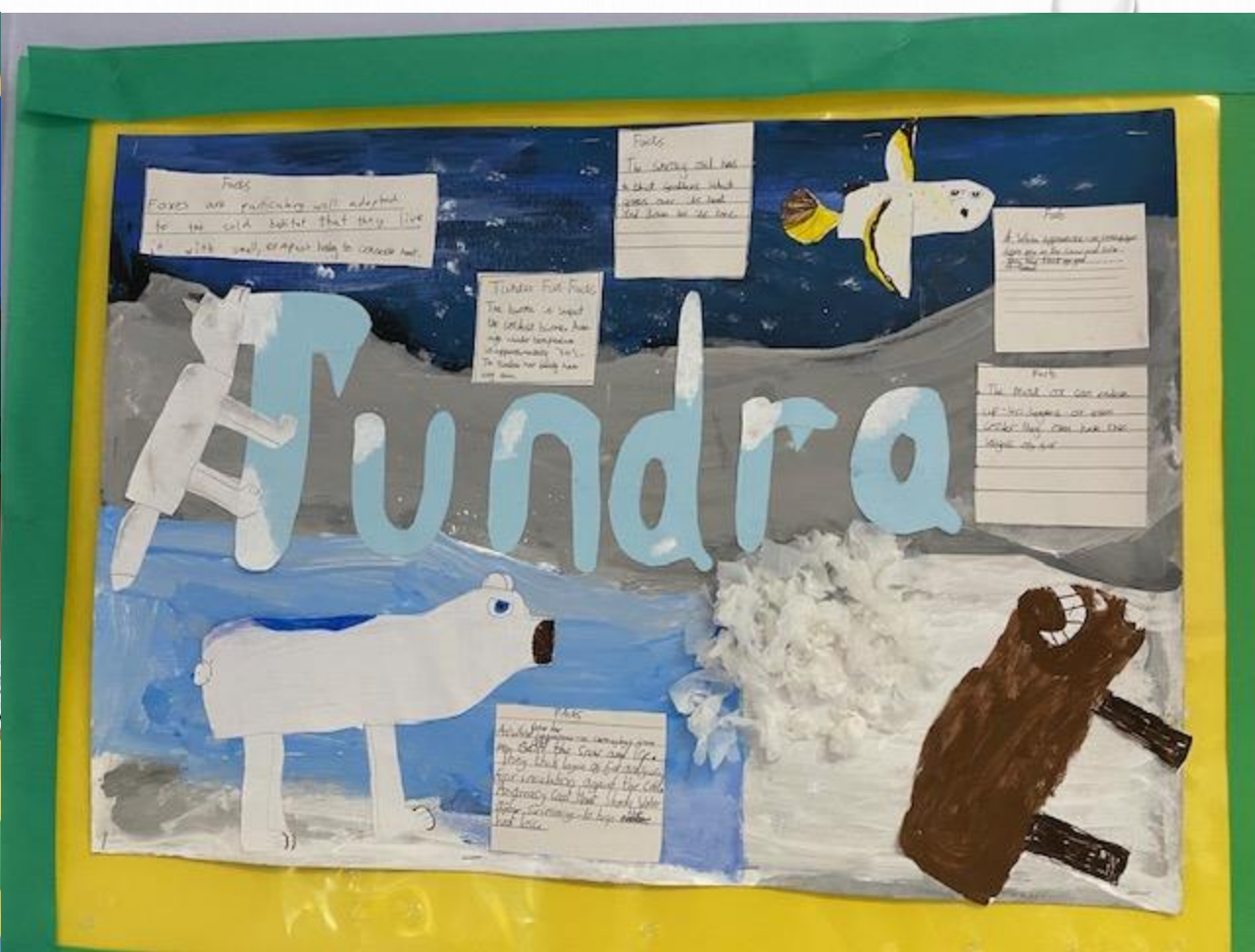
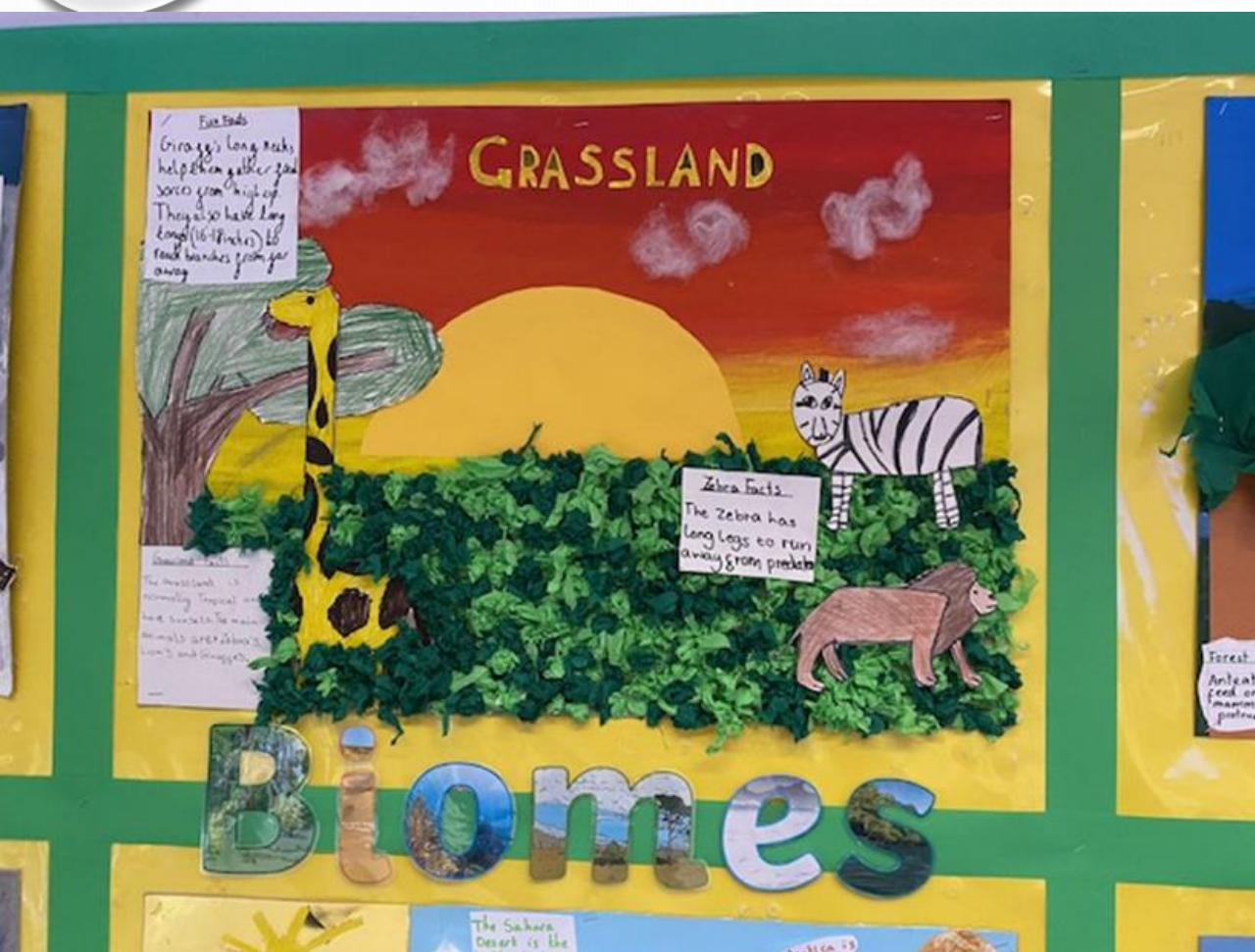
You are now going to spend some time learning a little more about biomes and the different types.

Using the iPads, log into the Britannica website and on the foundation level, type 'biomes' into the search bar. Read and take notes on the information provided. When basic information has been noted, use the internet to think about:



- The climate
- The locations of the biomes in the world
- The vegetation – plant life - that lives there and what it requires to survive. Has it had to adapt to live in that environment?
- The animals that live there and what they require to survive in the environment. Have they had to adapt in any way to do so?
- How is the climate of one biome different to the others? Why is this important?
- How is the biome affected by the climate?

DISPLAYS FROM YEAR 6 WORK ON BIOMES





ASSESSMENTS – EXAMPLE FROM YEAR 3

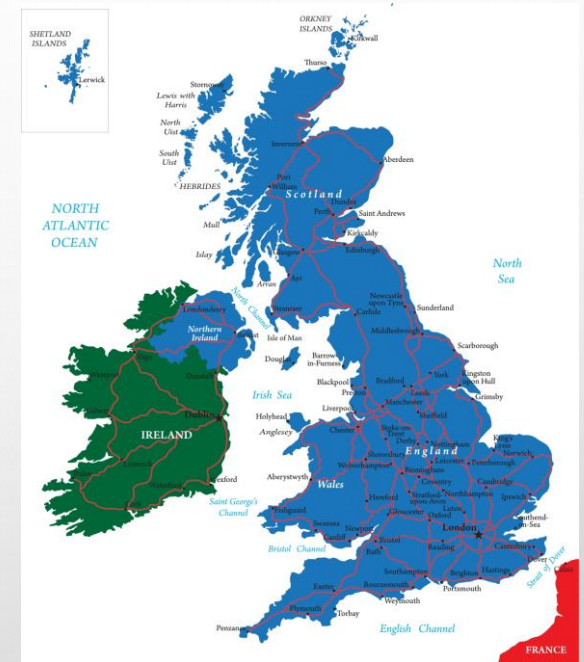
<input type="checkbox"/> I can name and locate the world's 7 continents and 5 oceans (Revision from KS1).	≡		2	2	2	2	2
<input type="checkbox"/> I can locate the Equator, Arctic Circle and Antarctic Circle on a globe.	≡		2	2	2	2	2
<input type="checkbox"/> I can describe aspects of physical geography using the correct language.	≡		2	2	2	2	2
<input type="checkbox"/> I can describe aspects of human geography using the correct language.	≡		2	2	2	2	2

HOW YOU CAN HELP AT HOME

At Loughton School, we want to encourage our pupils to have an interest in the world around them including their local area, their country and the rest of the world. We also facilitate their learning in terms of skills such as map reading (including digital), use of resources such as compasses and orienteering equipment.

Some of this interest, knowledge as well as these skills can be easily encouraged at home:

- Speak to your children about what they are learning about, it might be a certain country or a topic such as sustainability in the world. There are books they can read around this which will help them in their theme lessons.
- Parks trust have some interesting (and often, free) events that encourage children to explore their local area and a lot of these are in the holidays. For example, bug hunting at Howe Park wood.
- If you do travel to another area of the country or abroad, show them where this on the map, revising continents is something we encourage throughout the school and being able to name countries within these is hugely important. If you have been abroad, you could also discuss the different culture/food/dress/climate in that country.

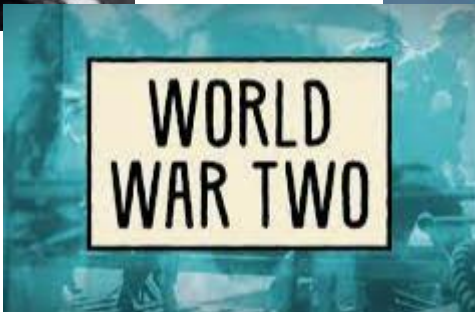


THE ROMANS



History at Loughton School

‘At Loughton School, we want our children to succeed as historians. We want them to gain a love for the subject, realising that understanding the past is the key to unlocking the changes that they want to see in the future.’

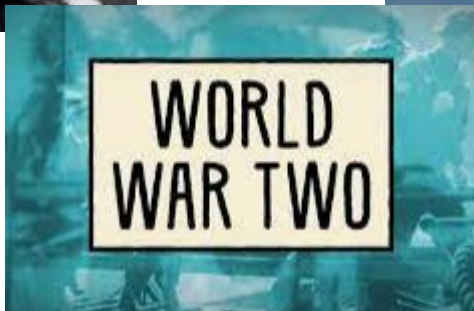


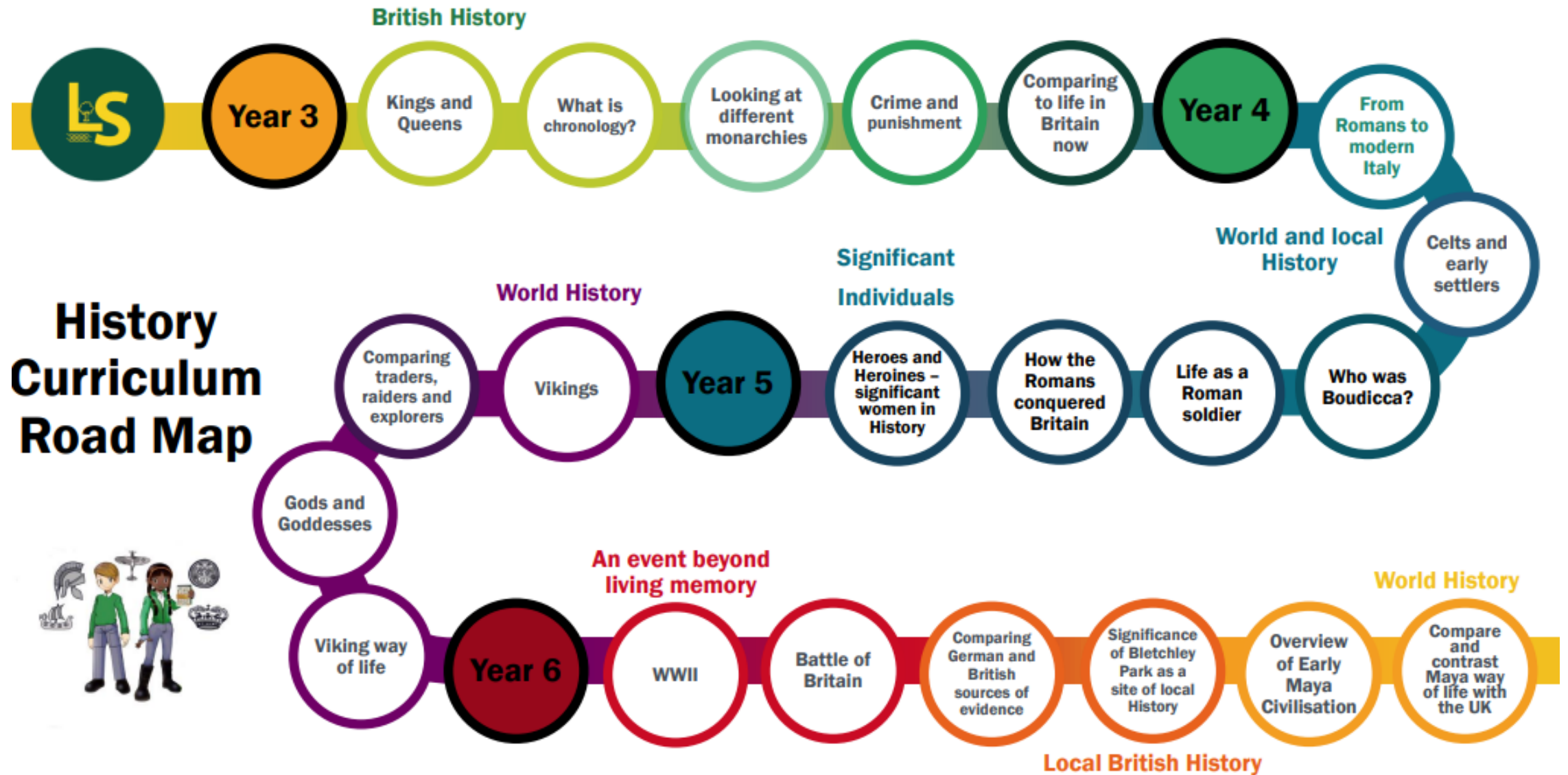
THE ROMANS



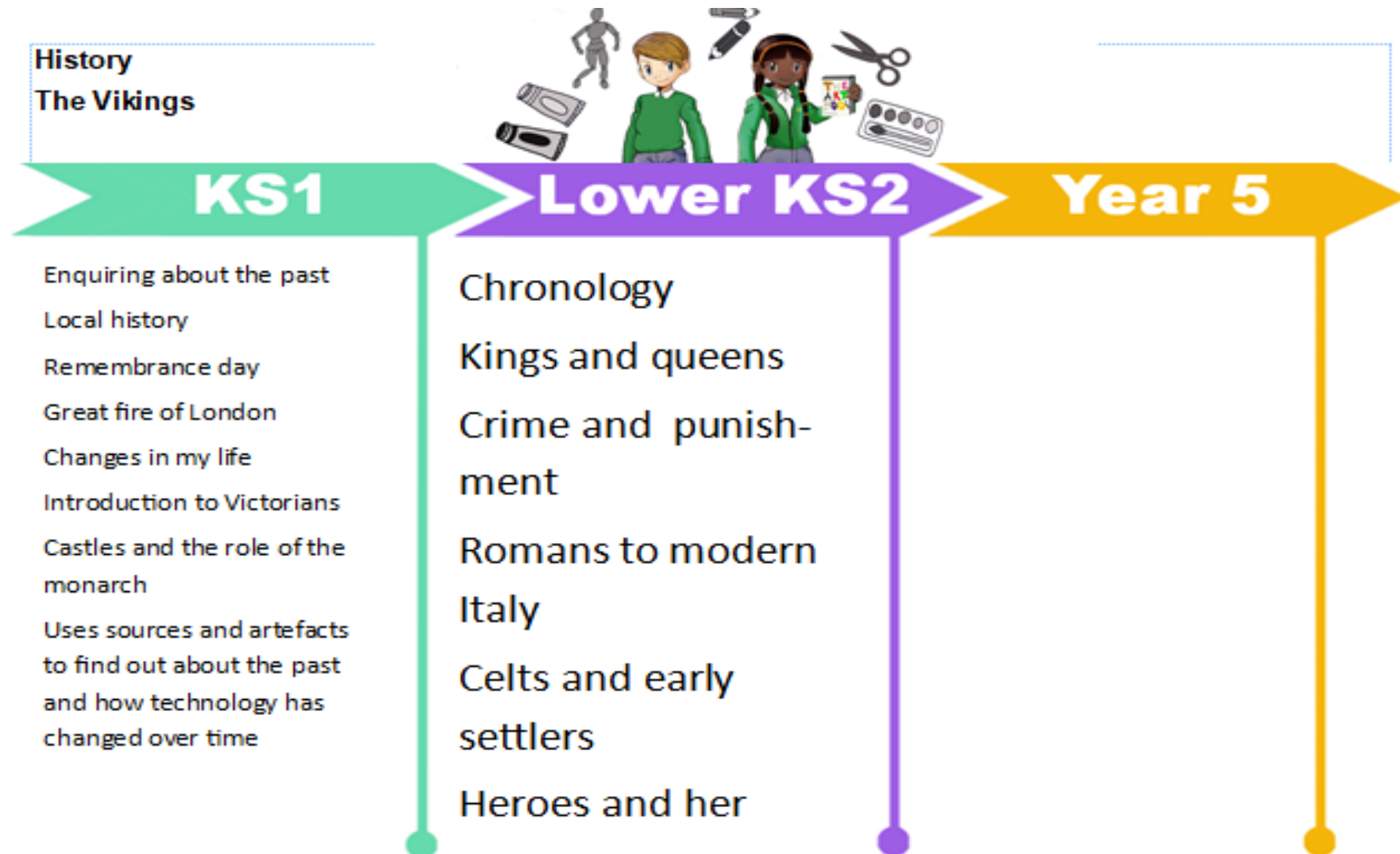
History at Loughton School

The journey of a historian through our immersive curriculum ensures that children build upon key historical skills and progress each year in their historical knowledge and understanding. The sequence in which the children encounter the history curriculum has been carefully planned to ensure that the children can make logical and meaningful connections between what is learnt in one year with another.





A TYPICAL YEAR 5 LESSON



Lesson 2 – Why did they come?



Click on
Lindisfarne
monastery to
watch the video

Then read the page below:
Why did the Vikings raid?



Lesson 2 – How did they get here?

Discuss with your talk partner how the Vikings arrived on our shores and why?

Did they choose to come to Britain or did they choose to leave Scandinavia?

What did they gain?

Lesson 2 – How and why did Vikings invade Britain?

Complete the table to show your understanding of why and how the Vikings arrived. Then explain how they got here.

Reasons the Vikings chose to leave Scandinavia	Reasons the Vikings chose to invade Britain

ASSESSMENTS – AN EXAMPLE FROM YEAR 5

Spring - Vikings						
<input type="checkbox"/> I can explain what chronology is	≡		2	2	2	2
<input type="checkbox"/> I can accurately place historical events on a timeline.	≡		2	2	2	2
<input type="checkbox"/> I can understand what Anglo-Saxon life was like in Britain at the time of the Viking invasion	≡		2	2	2	2
<input type="checkbox"/> I can explain why the Vikings invaded Britain	≡		1	2	2	2
<input type="checkbox"/> I can explore the similarities and differences between the Roman and Viking invasion	≡		1	2	2	2



Religious Education at Loughton School

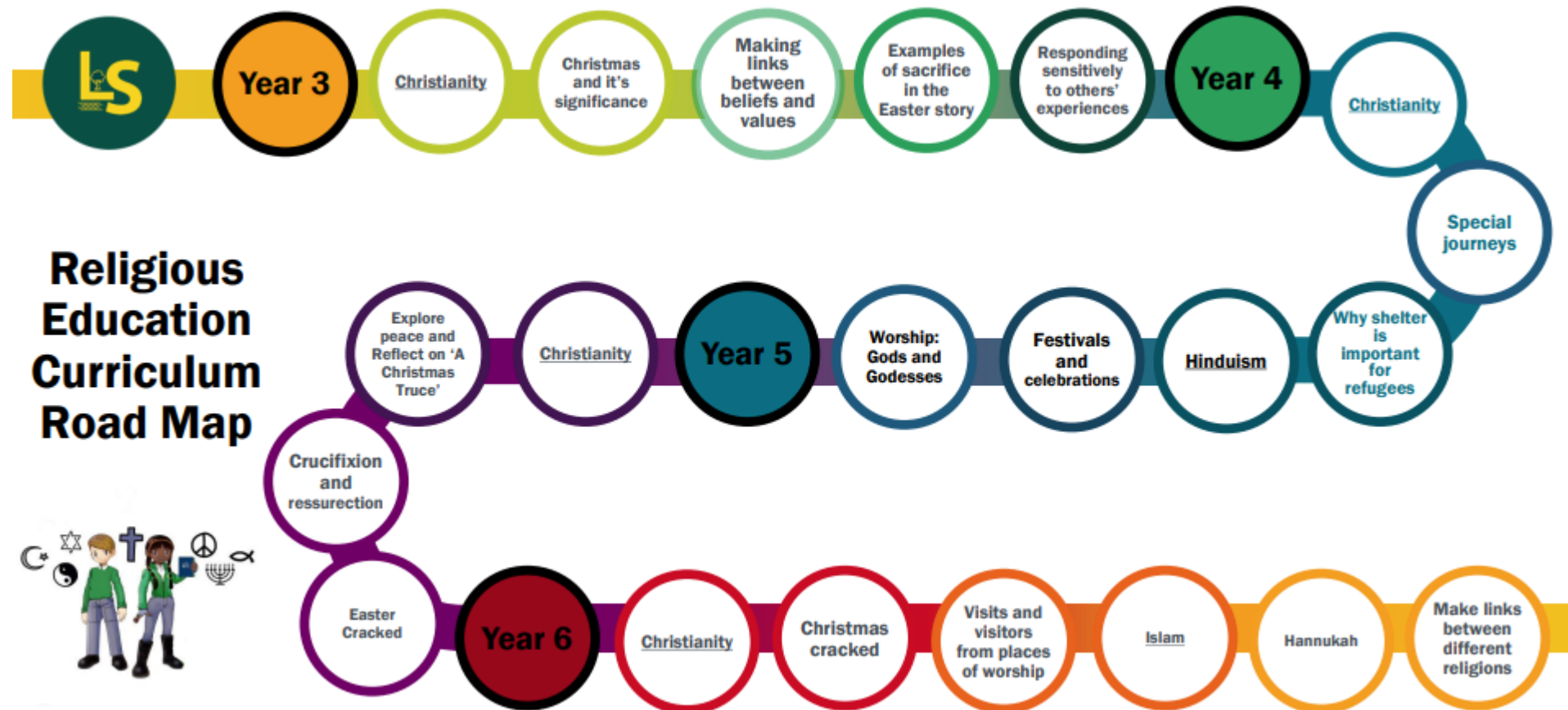
Vision statement

At Loughton School, we want our RE curriculum to enable children to take their place in a diverse and multi-religious world. We want them to develop an appreciation of, and gain **independence** in their thinking about, the wide range of cultural influences that have contributed to shaping their own heritage and that of others and thrive when comparing and contrasting their own beliefs to that of others. Through the spiritual, moral, social and cultural development of children, both in their RE lessons, as well as each and every lesson taught across the curriculum, the children follow the expectation to show **respect** for each other we consider different people's values, feelings, faiths and ways of living as well as sharing our own. As such, everyone in the Loughton School family is encouraged to embrace the diverse demographic of our school and the wider community in Milton Keynes with an open mind.

Within our teaching of RE, we provide opportunities abound for considering moral values relating to everyday life - honesty, truthfulness, working together and considering the needs and feelings of others. Throughout their 4 years at Loughton School, our children will learn about our four most prominent religions as well as explore what it means to not be part of a religion. This reflects our local demographic. Around half of the children who currently attend Loughton School associate as non-religious. Over a quarter of our children relate to the Christian faith. Around 13% associate as Hindu and almost 10% follow Islam. This is reviewed with each new cohort who joins us allowing us to represent our children.

[Vision statement continued...](#)

RE Curriculum Road Map



Our curriculum

Religious Education is not a part of the National Curriculum but instead it is taken from the Locally Agreed Syllabus – Milton Keynes.



Date issued

July 2017

Review date

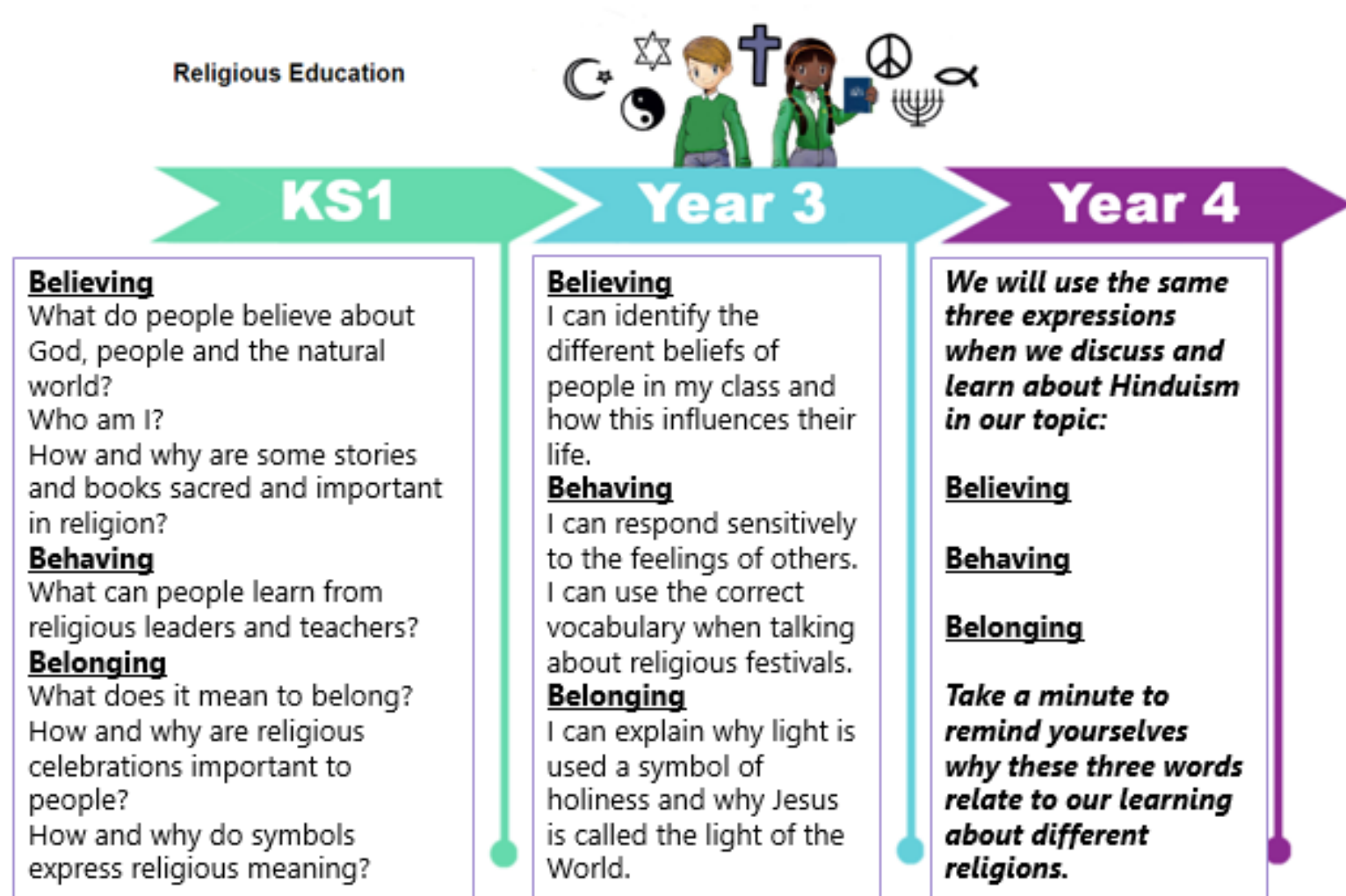
July 2022

Prepared by

Linda Bartlett, Improvement Partner, Inclusion

M17082

A typical year 4 RE lesson - Hinduism



Take a minute to think about your own faith or religion?

What does it mean to **belong** to a religion?

What does the word **believe** mean?

If you don't have a faith, who helps you think about right and wrong?

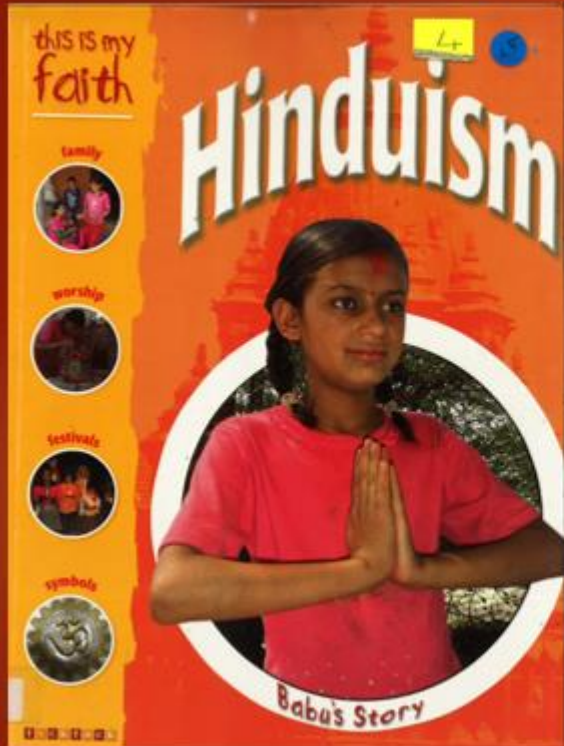
How does a person's religion have an impact on how they **behave**?

What is Hinduism?

On Hinduism day, we learned many things about being a Hindu. What else would you like to know?

Look at the titles below. What questions would you like to find answers for?

- ▶ Worship and Gods
- ▶ Daily life
- ▶ Beliefs
- ▶ Special occasions/ festivals



Simran and Varj's story



Think about what you have learned about Babu and her life in Nepal. Now watch this video and compare their very different lives.

Assessment – Christmas learning examples

Year 3

I can recognise why Christmas is a celebration for Christians

I can identify the practices of Christians at Christmas time

I can identify the differing beliefs of people (in my class and what I learned in KS1)

I can identify how the Christian beliefs influences worship and lifestyle at Christmas time

I can identify why light is used a symbol of holiness

I can explain when and why symbols of light are used in the Christian church

I can talk about why Jesus is known as the light of the world

I can explain who or what guides me

Year 4

I can retell the Christmas story and why it is important to Christians

I can explain the significance of Mary's journey

I can discuss and compare special journeys to places of significance

I can relate to the key figures in the Christmas story (e.g. Mary, shepherds, kings)

I can explain what a refugee is and why safety and shelter is important to them

I can explore the feelings of refugees

I can talk about how Christian beliefs encourage them to help those in need

I can reflect on the story 'Refuge'

Year 5

I can explain what peace is and what makes us feel peaceful

I can explore different symbols of peace

I can discuss why Christmas is a time of peace for Christians

I can talk about the positive impact of believers' actions on others at Christmas time

I can recognise why soldiers fighting during WWI fought about peace at Christmas time

I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities

I can reflect on the story 'A Christmas Truce'

Year 6

I can tell the Christmas story from the point of view of a shepherd

I can reflect on the meaning of the Christmas story and what this means to me (discussion based)

I can make links between the experiences of the characters in the story and my own experiences

I can explain how Christians believe that Jesus makes a difference to their lives

I can explain how Christians express their beliefs by the way they live their lives

I can explore the Christian faith through visitors and visits to places of worship.

I can reflect on the story 'On Angel Wings'

How can you help at home?

- By providing your children the opportunities to explore different religions and what these mean to them it will strengthen their own beliefs.
- Being understanding and tolerant towards differing religions and beliefs. This teaches your child that despite being different, we are all humans who deserve to opportunity to celebrate our cultures and traditions.
- Encourage your child to reflect on what they have learned and think about what this means to them.



LANGUAGES

AT LOUGHTON SCHOOL

Salut!

Hi!

Hallo!

Hello!

नमस्ते

Bonjour!

Olá!

Ciao!

您好

مرحبا





VISION STATEMENT

- **OUR VISION AT LOUGHTON SCHOOL FOR LANGUAGES IS THAT OUR CHILDREN ARE EXPOSED TO MODERN FOREIGN LANGUAGES AND LANGUAGE LEARNING STRATEGIES THAT WILL INSPIRE THEM TO HARNESS A LOVE OF LEARNING LANGUAGES AND BUILD A DEEPER UNDERSTANDING OF OTHER CULTURES FROM AROUND THE WORLD. OUR MAIN FOCUS IS TO FOSTER THEIR CURIOSITY ABOUT THE WIDER WORLD, BECOME CONFIDENT LINGUISTS AND BE BETTER GLOBAL CITIZENS THROUGH LANGUAGES. THIS WILL PROVIDE THEM WITH A BETTER CHANCE OF GRASPING AND DEVELOPING THEIR LANGUAGE LEARNING SKILLS WHEN THEY GO TO THEIR CHOSEN SECONDARY SCHOOL.**
- [OUR VISION](#)



WHAT ELSE?

- **IN ADDITION TO FRENCH AND GERMAN, WE PROVIDE THE CHILDREN WITH A COUPLE OF ONE-OFF 'TASTER' SESSIONS IN OTHER LANGUAGES FROM EACH OF THE CONTINENTS, AS WELL AS A HALF TERM OF LATIN TO INCORPORATE THE WORLD OF ANCIENT OR CLASSICAL LANGUAGES. THIS WILL ALLOW THE CHILDREN TO HAVE DEVELOP A BETTER INTERCULTURAL UNDERSTANDING OF AND THE IMPORTANCE OF NON-EUROPEAN LANGUAGES IN RELATION TO THE MODERN WORLD.**
- **SOME OF THESE ARE: SPANISH, ITALIAN, RUSSIAN, ARABIC, CELTIC LANGUAGES (SUCH AS IRISH AND WELSH), HINDI, CHINESE (BOTH MANDARIN AND CANTONESE), SWAHILI, JAPANESE, GREEK, AND MAORI. WE ALSO OFFER VARIOUS LANGUAGES AS AFTER SCHOOL CLUBS INCLUDING SPANISH AND ITALIAN.**
- **WE ALSO PLACES LESSONS ASIDE TO ALLOW OUR CHILDREN TO SHARE THEIR HOME LANGUAGES AND CULTURE WITH THEIR PEERS. WE GREATLY ENCOURAGE THIS AS IT MAKES OUR CHILDREN FEEL LIKE THEIR CULTURE AND LANGUAGE ARE VALUED IN OUR WIDER SCHOOL COMMUNITY: A MULTI-CULTURAL AND MULTI-ETHNIC COMMUNITY.**

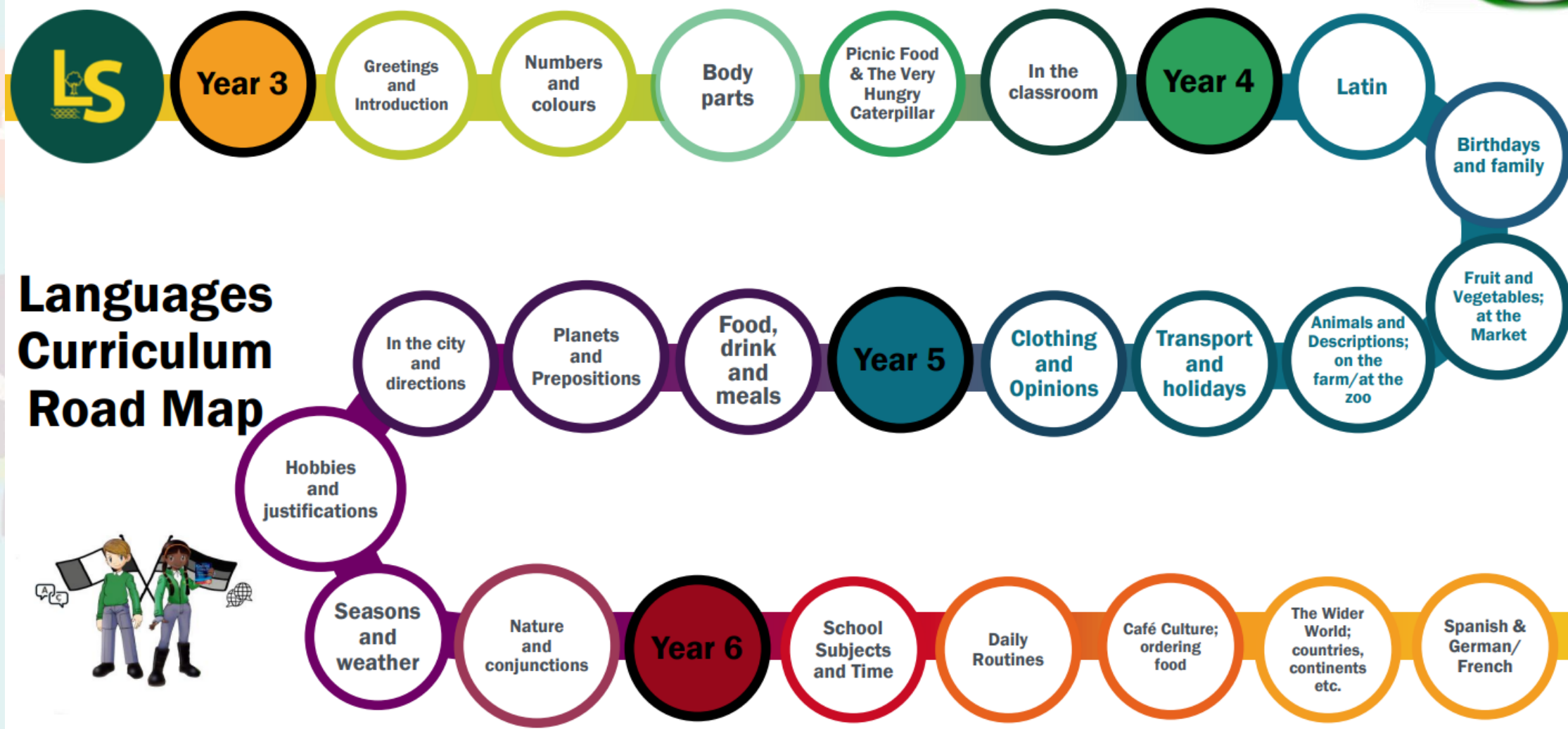


WHAT DOES THIS CREATE IN OUR CHILDREN?

- **ALL THIS CREATES AN APPRECIATION FOR LANGUAGES; THEIR IMPORTANCE AND THE CULTURES THAT THEY ARE ATTACHED TO. THE 'HAVE A GO' ATTITUDE AND THE ACTIVE ENCOURAGEMENT OF ASKING QUESTIONS IN THE TARGET LANGUAGE PROMOTES INDEPENDENCE AND RESILIENCE WITHIN OUR CHILDREN – TO NOT BE SCARED TO JUST SPEAK AND YOU WILL BE UNDERSTOOD. WE CAN CONSTRUCT WITHIN OUR CHILDREN A GREATER UNDERSTANDING OF HOW PEOPLE AROUND THE WORLD COMMUNICATE, TO NOT RELY SIMPLY ON ENGLISH AND TO HELP APPRECIATE AND BE RESPECTFUL OF DIFFERENT CULTURES FROM AROUND THE WORLD – NOT JUST IN EUROPE. THE LANGUAGE LESSONS AT LOUGHTON SCHOOL AND CURRICULUM HELP PROVIDE OUR CHILDREN WITH THE BASIC BUILDING BLOCKS TO WANT TO CONTINUE LEARNING LANGUAGES INTO SECONDARY SCHOOL AND HOPEFULLY FOR THE REST OF THEIR LIVES. AT THE VERY LEAST, IT WILL HARNESS AN INTEREST OR ASK THE QUESTION TO THEMSELVES “I WONDER WHAT THEY’RE SAYING?”**



PROGRESSION GRID



Wie geht's?



Mir ist heiß



Mir ist kalt



Ich habe Angst



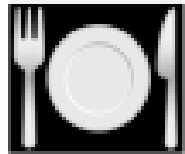
Ich bin müde



Ich bin glücklich



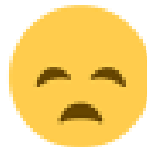
Ich bin traurig



Ich habe Hunger



Ich habe Durst



Es geht nicht so gut



So lala



Es geht gut



Wunderbar

Und dir?



oi



ch

Comment ça va?

et toi?



j'ai chaud



j'ai froid



j'ai peur



je suis fatigué



je suis content



je suis triste



j'ai faim



j'ai soif



ça va mal



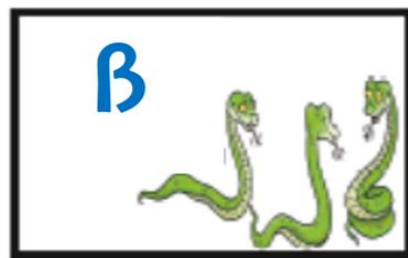
comme ci
comme ça



Super!



ça va bien



<https://www.youtube.com/watch?v=bC2wrh1GQc0>

Wie ist das Wetter?



Es ist sonnig

Es ist neblig



Es ist windig



Es ist bewölkt



Es regnet



Es schneit

Die Jahreszeiten

Der Sommer

der Frühling

der Winter

der Herbst



EXAMPLE OF A UNIT IN YEAR 5



Die Wettervorhersage The weather forecast

A - Weatherperson 1

B - Weatherperson 2

A: Guten Tag!

B: Ja! Guten Tag und Willkommen an die Wettervorhersage für Heute in Deutschland und Österreich!

A: So, wie ist die Wetter in Deutschland?

B: Na ja, Heute, es ist schönes Wetter in Deutschland. Im Norden, es ist sonnig und es ist sehr heiß. Im

Süden, es ist windig aber es ist heiß auch.

A: Im Osten, es regnet mit die graue Wolke, aber im Westen, es ist wirklich neblig.

B: Heute im Österreich, es schneit und es ist sehr kalt, im Osten und Norden.


A: Es gibt den Regen in der Mitte. Es ist schlechtes Wetter!

B: Danke schön und haben Sie einen Guten Tag!

Die Wettervorhersage

Im Norddeutschland,  und

 . Im Ostdeutschland,  und

 . Im Österreich – im Westen,

 und  . Im Süden der

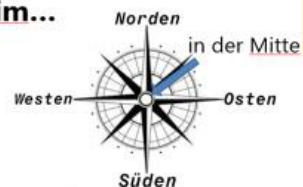
Schweiz,  .

Wo ist

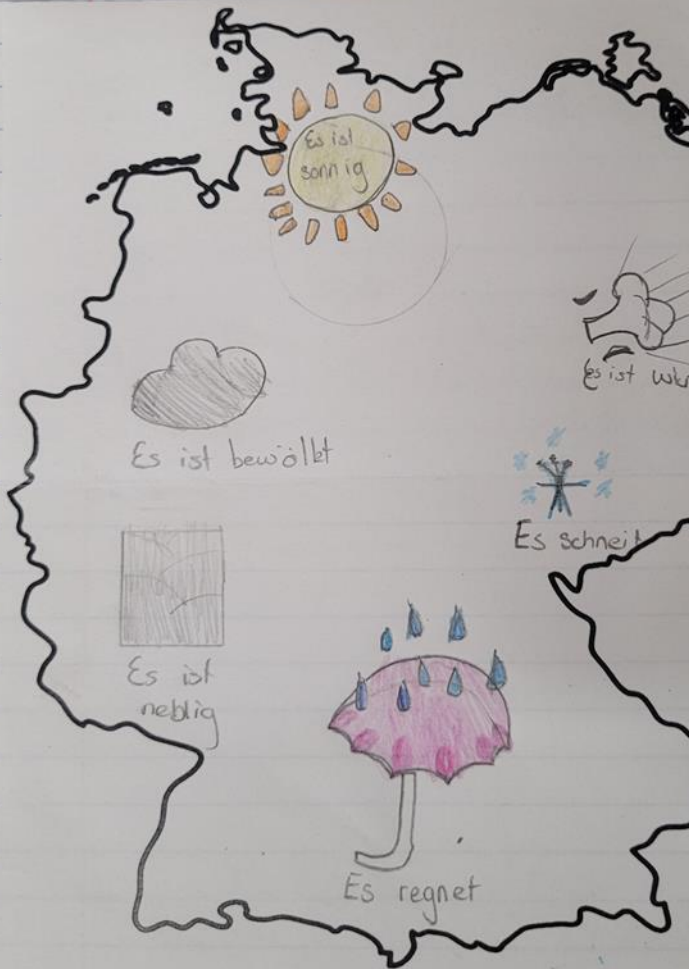
_____?

Es ist

im...



Mai
Freitag, den 19. 2023
Norden



Die Wettervorhersage

In the North Germany
Im Norddeutschland, it is raining and
es regnet

In the east of Germany
Im Ostdeutschland, it is hot and
es ist heiß

In Austria
Im Österreich - im Westen, it is sunny and
es ist sonnig

In the south of
Im Süden der Schweiz, it is windy and
es ist windig

In the south of
Im Süden der Schweiz, it is cold and
es ist kalt

In the south of
Im Süden der Schweiz, it is cold and
es ist kalt

In the south of
Im Süden der Schweiz, it is cold and
es ist kalt

Freitag den 16 Juni 2023

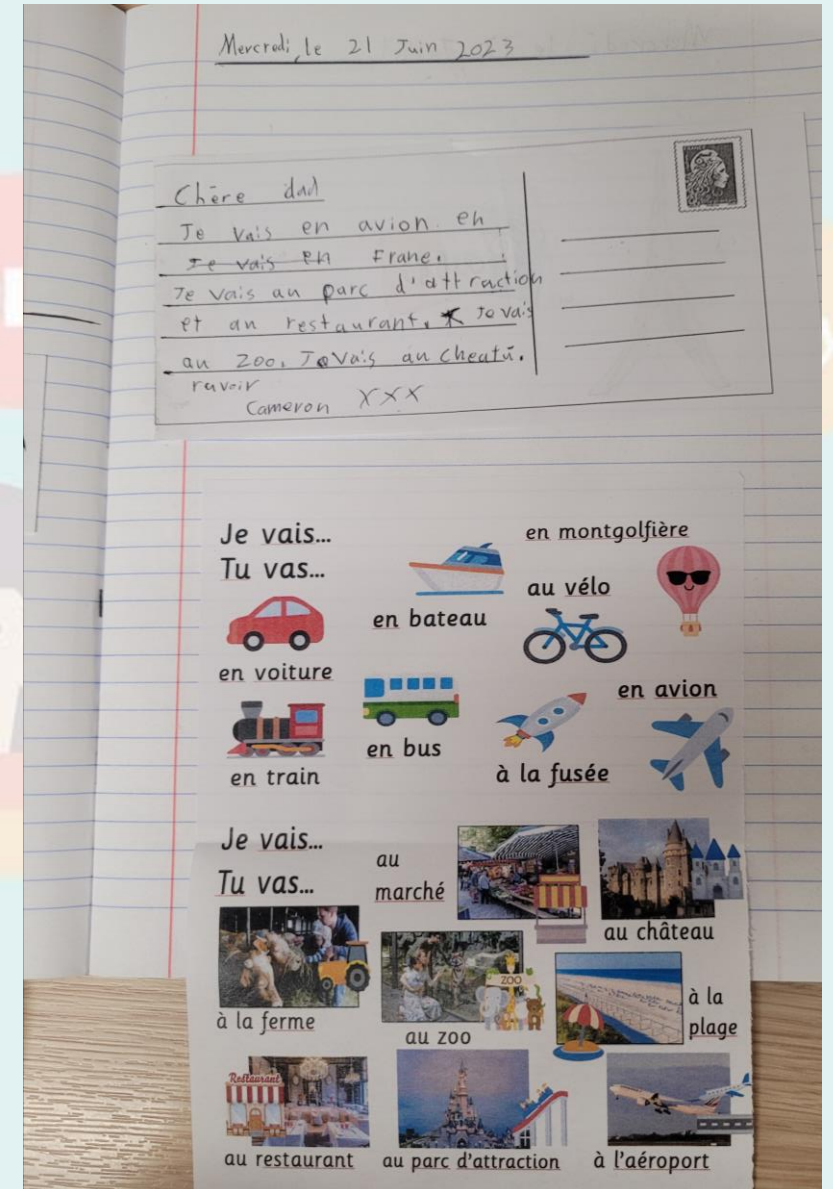
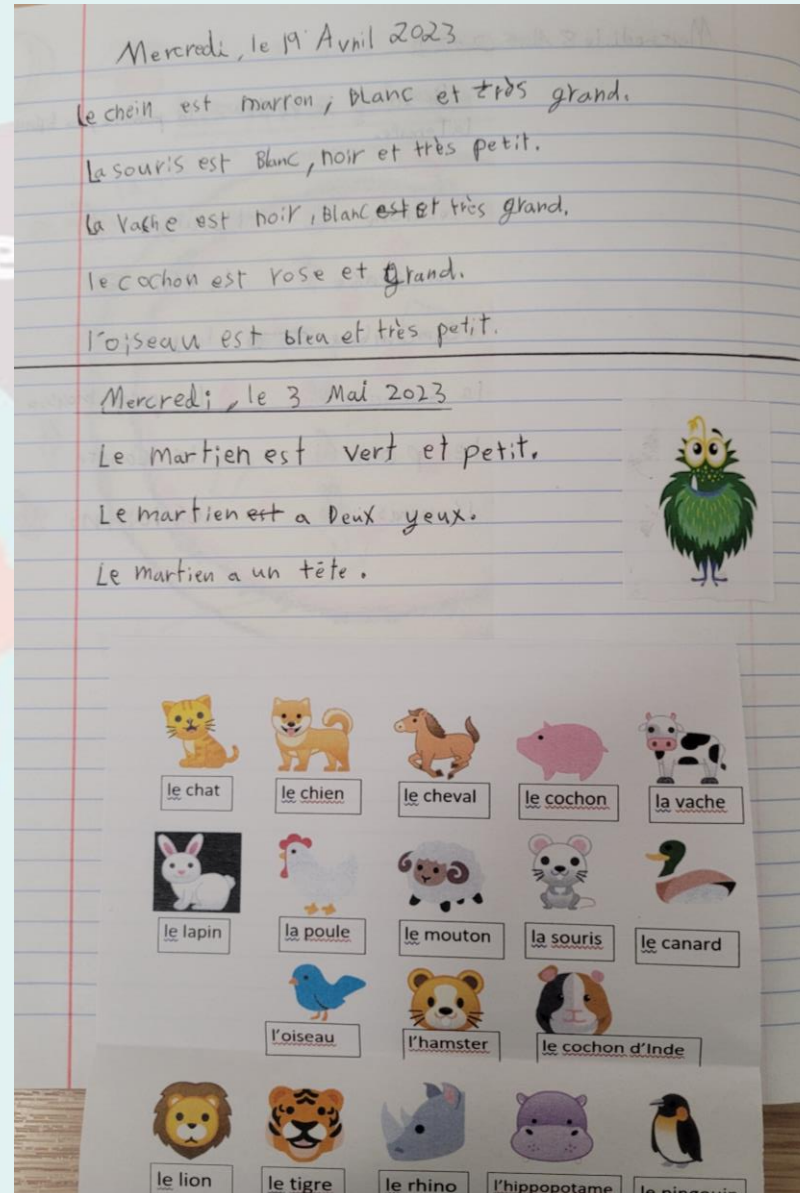
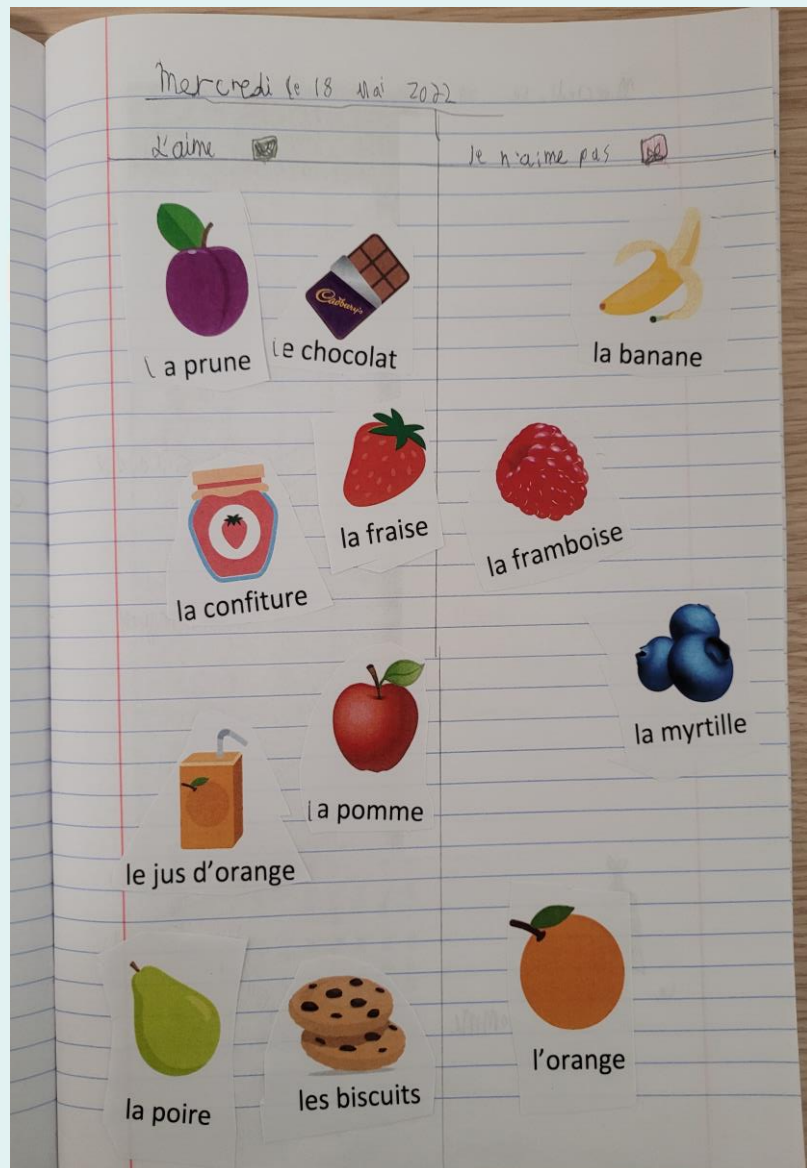
Haute in Österreich, es schneit und ist wirklich kalt. Im Osten, es ist neblig mit der Wind. Im Süden, es regnet.

Today in Austria, it's snowy and really cold. In the east, it is cloudy. In the south, it's raining.

Heute in Deutschland, es ist windig und es ist kalt.

Today in Germany, it is windy and cold.

EXAMPLES OF WORK FROM YEAR 3 AND 4



ASSESSMENTS – EXAMPLE FROM YEAR 4

<input type="checkbox"/> I can give basic verbs to purchase something.	≡	2	2	2	2	2
<input type="checkbox"/> I can identify and recognise some fruit and vegetables	≡	2	2	2	2	2
<input type="checkbox"/> I can write a short description of some animals.	≡	2	2	2	2	2
<input type="checkbox"/> I can expand my short description by using a conjunction.	≡	2	2	2	2	2



HOW YOU CAN HELP AT HOME

It is strongly encouraged that the children apply what they have learnt in languages at home, whether that be sharing words they have learnt in lessons or incorporate a tradition or value from another culture. The children may also want to practice at home key phrases and vocabulary, extend their vocabulary with independent learning or even try and learn new languages.

This can be achieved by:

- Talking to your children about which phrases they have learnt in languages during their lesson and using it at home to aid their retrieval.
- Using our Loughton School Language Vocabulary Booklets, which are available on our school website for every year group in three languages.
- Using language learning apps such as **Duolingo** (strongly recommended and safe) to learn languages at home or even watching **YouTube** videos to learn new words or songs!

