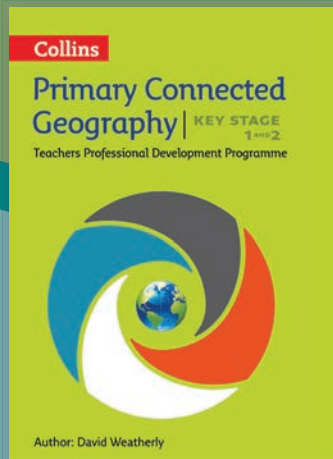
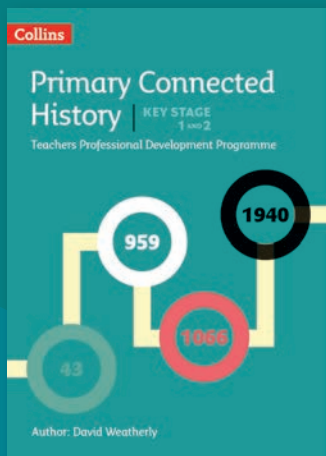


Collins



Primary Connected Geography



Primary Connected History

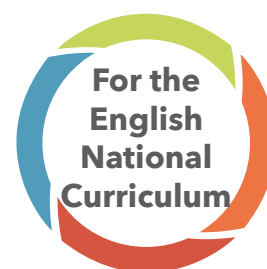
Developing outstanding
Geographical and Historical
understanding in primary schools

Teaching and Learning Frameworks for the
National Curriculum

Author: David Weatherly

www.collins.co.uk

The method behind Primary Connected Geography and History



The **Primary Connected Geography** and **Primary Connected History** series have been developed by David Weatherly using his tried and tested enquiry-based approach. His approach to learning teaches important subject knowledge whilst emphasising the importance of teachers allowing sufficient time and opportunity for pupils to **master key subject skills and challenging outcomes through investigating less content at greater depth - simply by 'doing less better'**.

A unique aspect of the Primary Connected scheme is that it is also a valuable professional development tool for teachers. Each enquiry provides the **background knowledge** and a **teaching framework** with step-by-step guidance on approaches to learning and teaching to achieve the best subject outcomes – **perfect for the non-specialist teacher**.



About the author

David has nearly forty years of educational experience as a teacher, senior manager, local authority consultant and school improvement adviser. His work with individual and groups of schools across the UK and abroad is always focused on ways of achieving improved outcomes for children through the professional development of those that teach them. David's annual Primary History and Geography training programmes around the country attract hundreds of teachers and receive outstanding evaluations. He also contributes to Early Years and Primary SCITT, Teach Direct and university PGCE programmes. Whether working directly with teachers and school leaders or writing new curriculum materials, David always seeks to improve the engagement and raise the performance of children and young people at all stages through the carefully planned progression of key subject knowledge, concepts and skills. He has been a Collins author for many years and his Connected Geography framework published in 2016 was highly commended by the Geographical Association and was his third such award. He teaches regularly.

Training Events

David runs training events designed to support teachers to increase their own understanding of the subject and the pedagogy which underpins it, to better plan and deliver a relevant, engaging and appropriately challenging curriculum for children. Visit www.davidweatherlyeducation.co.uk for more information.

Connected Geography and History: supporting structure

Increasingly confident and appropriate use of subject vocabulary, terms and language

Basic
Appropriate
Specialised




SUBJECT OUTCOMES

- Recognise
- Identify
- Describe
- Observe
- Select
- Categorise
- Classify
- Sequence
- Compare and Contrast
- Recall
- Reason/Speculate
- Summarise
- Synthesize
- Explain
- Demonstrate Understanding
- Empathise
- Reach Informed Conclusions
- Make Reasoned Judgements
- Justify
- Apply
- Evaluate
- Critique
- Hypothesize









Application of skills and processes

Increasing knowledge and understanding of subject content and concepts

Within each enquiry teachers are provided with:

-  A detailed scheme of work
-  Teacher's resources (worksheets, photos, maps, etc.)
-  PowerPoint slides

Within each scheme of work teachers are provided with:

-  The context of the investigation
-  Clear learning objectives
-  The key subject vocabulary
-  Background subject content knowledge
-  Comprehensive learning and teaching activities
-  Suggested opportunities for assessment
-  Links to multimedia resources
-  Homework ideas

Primary Connected Geography

Primary Connected Geography seeks to identify the most relevant and meaningful aspects of the suggested subject content of the Geography National Curriculum with an emphasis on subject rigour and challenge. As well as providing a complete geography curriculum, Primary Connected Geography also makes meaningful links with other subject disciplines and SMSC - a truly geography focussed cross-curricular scheme.



What's included?

The programme is made up to 18 enquiries - 6 for Key Stage 1, 6 for Lower Key Stage 2, and 6 for Upper Key Stage 2. Careful consideration has been given to ensuring continuity and progression through the programme in terms of knowledge and understanding, geographical skills and conceptual development.

A wealth of resources including photographs, GIS data sets, satellite imagery, hyperlinks to streamed video, newspapers, and maps and plans at different scales are also included with each enquiry.

The Key Question acts as a springboard for the rest of the unit

Key vocabulary is highlighted and revisited repeatedly throughout the scheme

Cross-curricular links are clearly detailed at the start of each enquiry

Learning objectives are outcome focused and progressively more challenging

Each enquiry includes detailed subject content knowledge

Coverage of the Geography National Curriculum are clearly signposted

Key Question: What is the geography of where I live?

Learning objectives
During the enquiry pupils will have opportunities through the exploration and analysis of a wide range of geographical skills and resources to:

- Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments.
- Use a number of GIS layers of Google Earth to identify and describe familiar physical and human geographical features of the immediate vicinity of their school.
- Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the context of Europe.
- Using a range of layers in Google Earth to identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school.
- Understand that the many different uses of land observed in the local area can be grouped into a small number of categories.
- Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area.

Purpose of the enquiry
The primary aim of this enquiry is to introduce pupils to what geography is all about - a paradigm that underpins all of the investigations throughout this primary programme. Geography is the study of the interrelationship of people with the environments with which they interact at a variety of scales and locations. This sets geography apart from any other discipline and arguably, geography lies at the heart of all major challenges and opportunities that the human race faces today, be it population migration, climate change or realising the potential of new energy sources. Pupils have the opportunity here to explore this paradigm in very simple and basic terms. Firstly pupils are encouraged to distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural. Reflecting on whether anything on Earth today can be considered truly 'natural' is something that will crop up in later enquiries.

Pupils are able to use GIS (Geographical Information System) data on Google Earth and Digimap together with their own local fieldwork recording and interpretation to consolidate their understanding of key concepts such as location, distribution and change. Above all it is hoped that pupils will gain an awareness of what geographers do, i.e. study the interactions or connections of people with environments and begin the process of becoming 'good geographers' as well as being 'good at geography'.

Context
This investigation focuses on the immediate vicinity of the school and the pupils' homes and then extends to encompass the local area. In order to establish key concepts and understanding, it is important with young geographers to begin with the known and familiar and then to extend to less well-known contexts. The enquiry combines the application of the digital content of two GIS programmes with fieldwork in the local area. This enables pupils to identify, describe and offer reasons for the location of human and physical geographical features of the environment and to begin to explain any changes in land use that have occurred.

National Curriculum coverage Geography
Pupils should be taught to:

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.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- Use basic geographical vocabulary to refer to key physical and human features.

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.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple observational skills to study key human and physical features of environments.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Question: What is the geography of where I live?

- Use interactive online mapping to plan, describe and explain a geographical walk around the local area that would interest a visitor to some of the key physical and human geographical features.
- Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any same changes in land use.

Key Subject Vocabulary
Place, Precipitation, Environment, Landscape, Community, Nature, Physical geography, Human geography, Global, United Kingdom, County, Nation, City, Capital, Continent, Ocean, Europe, Equator, Sea, Tree, River, Forest, Tropical, Buildings, Landscape, Beach, Village, Malware, Canyon, Mountain, Snow, Cliff, Town, Moor, Train, Office, Service, Hotel, Department Store, Fishing, Boat, Farm, Ice, Fossil, Pough, Field, Road, Bridge, Jetty, Holiday, Sport, Transport, Railway, Geotagged, Geographical Information System (GIS), Annotates, Local area, Stadium, Change, Conductor, Land use, Skate, Street, Transport, Resistor, Economic, Residential.

Connections to the subject content of other curriculum areas

English
Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for learning; for pupils, understanding the language provides access to the whole curriculum. Fluency in English is an essential foundation for success in all subjects.

Spoken language
Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate, evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speaking, hypothesising and exploring ideas. This will enable them to carry their thinking as well as organise their ideas for writing.

Reading and writing
Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Numeracy and Mathematics
Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Computing
Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 1
(Years 1-2)

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Lower Key Stage 2
(Years 3-4)

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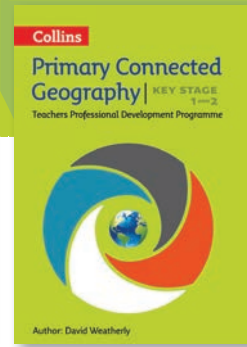
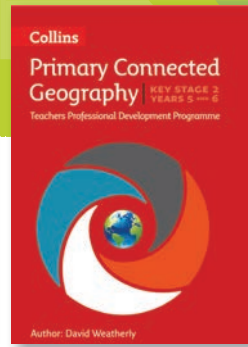
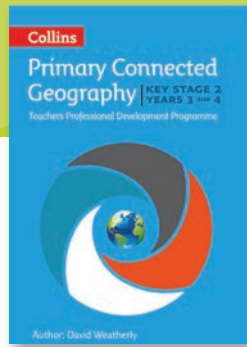
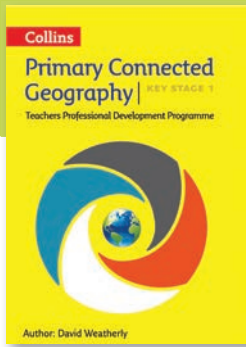
Upper Key Stage 2
(Years 5-6)

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Complete Set
(Years 1-6)

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Save £50



Ancillary Questions delve deeper into the topic. The overall outcome being the pupil's ability to answer the Key Question

Teachers are signposted to the relevant multimedia resources

Key Question: What is the geography of where I live?

NOTES

Ancillary Question 1: What is geography all about?

Divide the pupils into pairs and provide each pair with the set of photographs in Resource 1. Allow plenty of time for the pupils to look carefully at each image and to identify and describe what they can see. Encourage discussion and feedback and make a list on the board of all the key features that the pupils are able to recognise and speculate upon. Note also the use of important key subject vocabulary as discussion unfolds. Tell the pupils that this set of photographs helps us to understand what the subject of geography is all about and can they work out what it is?

Write the first half of a sentence on the board: *Geography is the study of ...* Now challenge the pupils to finish this sentence in just three words! Give each pair the opportunity to prepare what their three words are going to be and then ask a representative to come up and complete the sentence. The three words are people and places. All of the photographs are of different places around the world – some mainly of human geography (largely built environments) and some of physical geography (mostly natural or semi-natural environments). Can the pupils make two sets of the photographs – one for images that show mostly human geography and one for images showing mostly physical geography?

There is no longer anywhere in the world that is not impacted upon in some way by people and human activities. Even in the remotest parts of central Antarctica, ice core samples show deposits of nitrous oxide and sulphates corresponding to the beginning of the industrial revolution in Europe in the 1800s and so even this environment can't be described as entirely 'natural'. In Resource 2 there is a second set of photographs to show and discuss with the pupils. These images will enable the pupils to arrive at a more precise definition of what the study of geography is about. Explain to the pupils that you are hoping that they will come up with a key word that is needed to complete the definition, which at the moment says: *Geography is the study of people and places.* Encourage the pupils to see that all of the photographs show people being connected in some way to the places they are in e.g. building a new house or watching big game on safari in Kenya. This is the very essence of geography, the study of the connections between people and places.

Key Question: What is the geography of where I live?

NOTES

Assessment

This enquiry presents several opportunities, at different stages, to evaluate how the pupils are progressing in geography through the mastery of key geographical skills and outcomes. It is not necessarily intended that all of the following learning activities should be assessed. The list can be used as a guide for selecting one or two assessment opportunities relevant to individual pupils, rather than on a whole group basis.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments	Annotated photographs to show human and physical features Oral
2	Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school	Screen grab prints from 'street view' layer of Google Earth with labels Oral
2	Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe	Map
3	Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school	Oral Annotated map
4	Understand that the many different uses of land observed in the local area can be grouped into a small number of categories	Simple land use map of local area
5	Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area	Annotated display of photographs Graphs and charts
5	Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features	Geographical walk Oral
Homework	Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use.	Sketch map with labels

Homework possibilities

During the course of this enquiry the pupils can apply what they are learning at school to the area immediately around where they live. With support the pupils can be encouraged to produce a simple sketch map with labels of the immediate vicinity of their home in order to identify physical and human geographical features. This can include any examples of land uses which are in the process of changing or have changed in the recent past. If possible the map can be accompanied by photographs and these maps and images can then be used to compile a display montage for the entire group entitled: *The geography of where we live.*

Suggestions for how a pupil might demonstrate progress against each outcome

Learning objectives and outcomes are cross-referenced to the specific ancillary question

Homework suggestions included to help embed knowledge

Resource 1: Geography photo 1



Resource 1: Geography photo 7



Enquiries

Visit www.collins.co.uk/connectedgeography for a complete overview of how each enquiry matches the Geography National Curriculum

Key Stage 1 (Years 1-2)
What's the geography of where I live like?
How does the geography of Kampong Ayer compare with where I live?
How does the weather affect our lives?
Why do we love being beside the seaside so much?
Why does it matter where our food comes from?
Why don't penguins need to fly?

Key Stage 2 (Years 3-4)
Beyond the Magic Kingdom: what is the Sunshine State really like?
How and why is my local environment changing?
Why do so many people live in megacities?
How can we live more sustainably?
Why are jungles so wet and deserts so dry?
Why do the biggest earthquakes not always cause the most damage?

Key Stage 2 (Years 5-6)
How do volcanoes affect the lives of people on Hiemaey?
What is a river?
Why are mountains so important?
Why is fair trade fair?
Who are Britain's National Parks for?
How is climate change affecting the world?

Primary Connected History

This comprehensive learning and teaching programme provides primary teachers with everything they need to provide a modern, relevant and intellectually challenging history curriculum which also makes **meaningful and rigorous links to other subjects**. The **Primary Connected History** programme can be used either to deliver history as a separate subject or as the focus for wide ranging cross-curricular work.

Fully aligned with the National Curriculum

What's included?

The programme is made up to 18 enquiries - 6 for Key Stage 1, 6 for Lower Key Stage 2, and 6 for Upper Key Stage 2. And includes a wealth of resources including photographs, hyperlinks to streamed video, newspapers, and maps and plans at different scales are also included with each enquiry. Each enquiry includes all of the background historical knowledge and content required by colleagues to teach confidently and imaginatively in the classroom.

The Key Question acts as a springboard for the rest of the unit

Each enquiry includes detailed subject content knowledge

Key vocabulary is highlighted and revisited repeatedly through the scheme

Learning objectives are outcome focused and progressively more challenging

Coverage of the History National Curriculum are clearly signposted

Cross-curricular links are clearly detailed at the start of each enquiry

Key Question: Who is the greatest history maker?

Learning objectives
During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills, and resources to:

- Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom;
- Describe, reason and explain what it means for someone such as Guy Fawkes to make history, something significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas;
- Identify, describe and explain how six significant people made history during their lifetimes;
- Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision;
- Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future - the mark they would wish to leave on history.

Purpose and context
This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'. The investigation begins with the pupils considering the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? What did Guy Fawkes do that left a mark on history? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further eight significant people. These individuals are drawn from a wide variety of different locations, cultures and times, including Ancient Egypt and the present day. The challenge for the pupils is to make a judgement about which of these can be considered the greatest history maker - the person whose impact has been most significant. This process engages the pupils in weighing and contextualising evidence and developing perspective. In making a decision, pupils are compelled to justify their choice. In doing so, the pupils have to consider the concept of significance and how historians go about weighing up the relative importance of evidence. Finally, the pupils have an opportunity to reflect upon how in the future they might wish to create history and in time be remembered as a history maker.

National Curriculum coverage History
Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements;
- events beyond living memory that are significant nationally or globally.

Connections to the subject content of other curriculum areas
Language and literacy
Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching, for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.
Spoken language
Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others, and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.
Reading and writing
Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.
Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations - such writing supports them in rehearsing, understanding and consolidating what they have heard or read.
Vocabulary development
Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in

Key Question: Who is the greatest history maker?

- Identify, describe and explain why Henry, Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst, Rosa Parks are considered history makers.

Key Subject Vocabulary
Commemorate; Commemorate; Ceremony; Celebration; Guy Fawkes Night; Bonfire Night; Firework Night; Annot; Event; Engraving; Unlawful; harmful; Invention; Assassinate; King James I; Parliament; House of Lords; Rent; Calic; Stoolie; Gunpowder; Guard; Catholic; Protestant; Plot; Discovered; Arrested; Trenchant; Survival; Windsor Castle; Ellyg; Beliefs; Ideas; Timeline; Chronology; Evidence; Significant; Independent; Cheffarin; Scotland; Ireland; Poland; France; Kingdom; Ancient Egypt; etc.; Tribe; Native American; United States; United Kingdom; Country; City; Valley; Pakistan; Aghart; Ghana; West Africa; Proud; Powerful; Kingdom; Reinforce; Extended family; Courtship; Army; Great Britain; Announced; Control; Colony; Gold Coast; Exiled; Fighting; Chief; Battle; Cannon; Fought; Superior; Weapons; Defeat; Beloved; Joy; Restored; Mixing; Gift; Cocoa; Chocolate; Accomplished; Ethnic; Parish; Surn; Muslim; Birmingham; Childhood; Encourage;

general, simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language that defines each subject in its own right, such as accurate mathematical and scientific language.

Numeracy and mathematics
Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.
Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.
Computing
Pupils should be taught to:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography
Pupils should be taught to:

Location 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.

Key Stage 1
(Years 1-2)

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Lower Key Stage 2
(Years 3-4)

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(downloadable file)

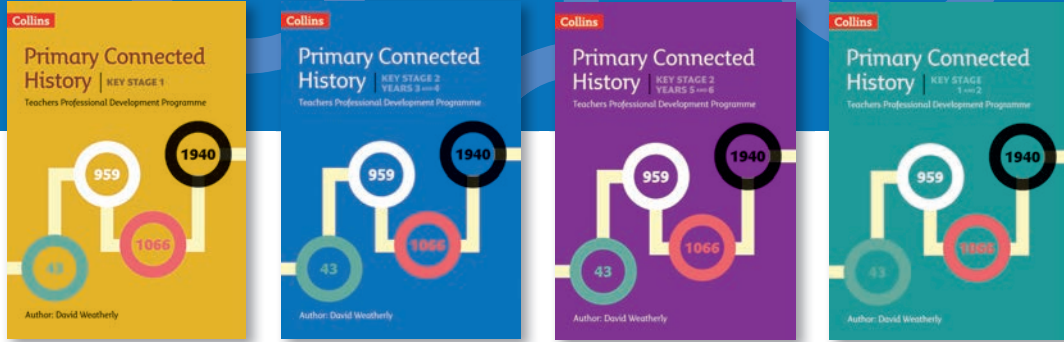
Upper Key Stage 2
(Years 5-6)

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Complete Set
(Years 1-6)

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(downloadable file)

Save £50



Ancillary Questions delve deeper into the topic. The overall outcome being the pupil's ability to answer the Key Question

Teachers are signposted to the relevant multimedia resources

Key Question: Who is the greatest history maker?

Ancillary Question 2: Which of these people was the greatest history maker?

Divide the pupils into pairs. Then print off copies of the six people in Resource 6 and distribute them amongst the pupils. Explain to the pupils that each of these people in different ways can be said to have been real history makers during their lives because of the things they did. Encourage the pupils to take time to study each of the individuals in the images. Their first names are:

1. Hatshepsut
2. Margaret
3. Grace
4. Malala
5. Marie
6. Elizabeth

Do any of the pupils have any ideas about what any of these people may have achieved? Can they speculate as to the reasons why each is remembered today as a history maker? Next, give each pair of pupils the set of six cards in Resource 7 and challenge them to see if they can match each card with its correct owner. Allow plenty of time for this activity. Move the pupils on by challenging them to create a timeline of the six people, based on the year in which they were born and how many years ago this was – from the oldest to the most recent. At the end of this series of activities, provide the pupils with the answers (which are on Resource 8).

Now divide the pupils into groups of four. Explain that each of the six people that the pupils have been introduced to have been history makers in some way or another during their lifetime and are remembered today for what they achieved. Ask pupils to consider which of the six is the greatest history maker. Guide and support the pupils' thinking by first reading through each of the profiles with them. Take time to discuss key terms and vocabulary. Discuss how long ago each lived and whereabouts in the world. How many are still living? Who lived the longest ago? Go on to explain that you are now going to set them the task of deciding who of the six they consider to have been the greatest history maker. All of the information is laid out in Resources 9-14.

Resource 9 relates to Malala Yousafzai. Resource 9: A is a map of Pakistan within the region. Resource 9: B is a map of Pakistan with cities. Resource 9: C shows Malala being flown by helicopter from Peshawar to Islamabad after she had been shot by the Taliban. Resource 9: D shows Malala speaking at an event. Resource 9: E shows protesters demonstrating their support for Malala.

Resource 10 relates to Margaret Thatcher. Resource 10: A shows Thatcher with Bermudian troops. Resource 10: B shows Margaret Thatcher for Finchley campaigners. Resource 10: C shows Thatcher's house. Resource 10: D shows a badge like the one in Resource 10: A.

Resource 11 relates to Hatshepsut. Resource 11: A is a map demonstrating Egypt's location in the Middle East. Resource 11: B is a map of modern Egypt. Resource 11: C shows the large granite sphinx bearing the likeness of Hatshepsut. It dates to the reign of Thutmose III, circa 1479-1425 BC. Resource 11: D shows the Temple of Hatshepsut. Resource 11: E shows the ancient paintings at the Mortuary Temple of Hatshepsut.

NOTES

Key Question: Who is the greatest history maker?

NOTES

Assessment

This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in History through the mastery of key historical skills and outcomes. It is not necessarily intended that all of the following learning activities should be assessed. Rather, the list can be used as a general guide for selecting perhaps one or two assessment opportunities relevant to individual pupils rather than on a whole group basis.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom	Oral and discussion Annotated sketch of a Bonfire Night party
1	Describe, reason and explain what it means for someone such as Guy Fawkes to 'make history', that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect it had on other people's lives, beliefs or ideas	Oral and discussion Questioning Short report: Why Guy Fawkes made history
2	Identify, describe and explain how six significant people made history during their lifetime	Oral and discussion Reading and questioning
2	Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision	Oral and discussion Short piece of discursive writing
3	Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history	Oral, questioning and discussion Creative writing story
Homework	Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers	Short written report

Homework possibilities

The Collins Big Cat series of non-fiction books include several focusing on people who have made history and are subsequently remembered as being 'significant'. Three examples are:

- *Brave Nurses: Mary Seacole and Edith Cavell*
- *Voices for Women: Millicent Fawcett and Emmeline, Christabel and Sylvia Pankhurst*
- *When Rosa Parks Met Martin Luther King*

These books could be used in a number of ways. For example, they could be read to/with the pupils in class and then the pupils supported to investigate follow-up questions about the key personalities at home. Alternatively, pupils could be given one of the books as a home reader with supporting questions to investigate with family members and carers. (See below for more information.)

Suggestions for how a pupil might demonstrate progress against each outcome

Learning objectives and outcomes are cross-referenced to the specific ancillary question

Homework suggestions included to help embed knowledge

Resource 1: A



Resource 5



Key Stage 1 (Years 1-2)

- What does it take to become a great explorer?
- Why do we know so much about where Sappho used to live?
- Why is the history of my locality important?
- How do our favourite toys and games compare with those of children in the 1960s?
- Who is the greatest history maker?
- Why was Charles sent to prison?

Key Stage 2 (Years 3-4)

- How did the lives of ancient Britons change during the Stone Age?
- What is the secret of the standing stones?
- How do artefacts help us to understand the lives of the people in Iron Age Britain?
- How did the arrival of the Romans change Britain?
- Who were the Anglo Saxons and how do we know what was important to them?
- What did the Vikings want in Britain and how did Alfred help to stop them getting it?

Key Stage 2 (Years 5-6)

- Why did the ancient Maya change their way of life?
- Why was winning the Battle of Britain in 1940 so important?
- What did King George VI mean when he said 'The history of York is the history of England'?
- How did a pile of Dragon bones help to solve an Ancient Chinese mystery?
- The story of The Trojan Horse: historical fact, legend or classical myth?
- Why did Britain once rule the largest empire the world has ever seen?

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