

SPPS Handbook for
History and Geography
2025-2026



Shoreditch Park
Primary School

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Ethos

Historical and geographical skills are currently taught as separate disciplines. This allows children to encounter, develop and deepen both the knowledge and the skills associated with being historians and geographers. Teachers currently use the Boost Scheme of work (Rising stars) as a planning tool for History and Geography. The Boost Scheme offers complete curriculum coverage under the national curriculum (2014) and the criteria of the Ofsted Education Inspection Framework (2019). At Shoreditch Park Primary we use Boost as a planning tool and ensure we are always adapting for the needs of our children.

History

At Shoreditch Park Primary School our intent is to deliver a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. We want our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will understand the complexity of other people's lives from different periods of history, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In addition, we are continually developing our curriculum offer to ensure children can use their knowledge of Hackney as a point of comparison to national and international history. Hackney is an incredibly diverse community which has been shaped by the movement of people through different periods of time, most significantly; the Industrial Revolution and the World Wars. Focusing on disciplinary knowledge we support the children's understanding for how and why Hackney came to be the way it is today. By grounding complex historical concepts in a local framework; we provide the cultural capital that enables children to become educated citizens of the world.

Geography

At Shoreditch Park Primary School we aim to produce a high-quality geography education that inspires pupils' curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We aim to challenge children's stereotypes about countries across the world and also ensure that our curriculum reflects the diverse countries of origin and cultures of our school community. We want our children to identify how countries develop a rich economy and to identify global trends. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should

help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

In addition to the core knowledge required to cover the national curriculum, we consider the children's sense of place and use local knowledge and experiences of Hackney as a point to build understanding of the wider world. With support of fieldwork and cross curricular links with our pupil voice groups we empower our children as decision makers and global citizens, constantly considering their (and others') impact on the planet through climate education.

KS1 and KS2 Curriculum Coverage and Progression

From starting points suitable for all, the Boost units of work develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in Geography and History progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject and make connections across units. For further information, please see the curriculum coverage and progression chart for History or Geography. We take a phased approach to blocking the units, to ensure content is not repeated. Please see the next page for this academic year and the next.

KS1 and KS2 Curriculum Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Ourselves	Families and Communities	Food	Journeys and Transport	Nature and Growing	Water
Reception	Families	People who help us	Animals	Fairy Tales	Around the world	Lifecycles
Year 1	Greatest discoveries Dinosaurs Paleontology		People and their communities	The greatest explorers	Animals and their habitats	The greatest inventions: train travel
Year 2	Seasons	Great fire of London / Bonfire night	Journeys - Food	Holidays	Our wonderful world	Our local heros
Year 3	Stone age	Climate and Weather	Bronze age and Iron age	Where are we? (Our world)	Local history	Coasts (seaside)
Year 4	Americas	Crime and punishment	Rivers and water cycle	Roman Britain	Earthquakes and volcanoes	Ancient Egyptians
Year 5	Anglo saxons	Changes in the local environment	The Vikings	Europe - alpine region	Journeys - why people go on a journey?	Journeys - clothes (where does our stuff come from?)
Year 6	South America	The Benin Kingdom	Global warming and climate change	The Impact of war - Windrush	Our world in the future	Ancient greeks
Colour code Geography unit - Rising Stars History unit - Rising Stars Unit not from Rising stars						

16.09.21
LO: I am learning to observe and describe the weather
Success Criteria
I can choose the correct symbol to represent a type of weather
I can describe the change in weather over a week
I can use a range of weather related vocabulary

GEOGRAPHY TARGET
I can describe seasonal weather changes

Today we were weather forecasters!

We learned that weather forecasters can predict the weather. We learned that they use symbols and weather vocabulary to tell people what the weather will do. We worked with our partners to create and present our own weather forecasts. Once we had used white boards to plan what we were going to say, we recorded our partner on the iPads. We held up symbols when they read their forecast.

On Monday there will be showers.

On Tuesday it will be sunny in the afternoon.

What words could you use to describe the weather in Winter?

KS1 Example

The Amazon Rainforest: South America

Date: 07.09.21

LO: To research the Amazonian city of Manaus

Key question: What is Manaus like? How is it different from where we live?

Success Criteria	Pupil assessment	Teacher assessment
I know the key human and physical features of Manaus.		
I can describe some of the ways in which Manaus differs from where I live.		
I understand how to research a distant city using primary and secondary sources		

Activity 1: Sort geographical features of South America into Human and Physical.

Activity 2: Find Manaus (the capital of the State of Amazonas) on Google Maps. Create a mind map of the different information we would like to include in our presentation.

Activity 3: Create a presentation about Manaus, make sure to include your sources of information and think about your audience. Include physical and human geographical features.

GEOGRAPHY TARGET
I can use maps, atlases, globes and digital computer mapping to locate countries and describe features studied

GEOGRAPHY TARGET
I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America

Where is Manaus?

Manaus is located here

Glossary
State
Capital
Sources
Google maps

How could this slide be improved?

KS2 Example

Where the lesson is practical or is a trip, an evidence page will include photographs of the children and their learning. Key vocabulary, useful resources utilised in the lesson, and key questions are included on this document. In the case where children have to complete additional worksheets or activities, these will be included after the evidence page to show the impact of the lesson, and how specific activities were completed by a student. In the instance of the children having completed

individual work on Google classroom, this will be referenced in their books but does not need to be printed evidence. Rather, a QR code may be included on an evidence page.

Presentation, Marking and Feedback

- All books should be marked after weekly lessons, against the success criteria
- Children awarded 'pen licenses' must join fluently and with the correct joins. All other children write in sharp pencil (KS2)
- Success criteria, worksheets and stickers are stuck in neatly on the lines.
- History and geography targets to be displayed in books (front and back inside covers)

Displays in the classroom

- Targets are displayed- these are disciplinary skills selected to match the topic being taught
- Key questions are displayed- subject knowledge related
- Engaging visual aspect
- Children's work is part of the display
- Enquiry Ebony questions/challenges are displayed were applicable



Assessment

History and Geography end of unit assessment

At the end of each unit taught, children must complete an assessment of substantive/core knowledge as a quiz taken from the Boost assessments.

In addition to this, children will have been marked against the success criteria for each lesson which will inform teacher assessment when completing summative assessments. Information from assessments must be used and planned into the next teaching unit to ensure that pupils have opportunities to meet their targets.

Target tracker statements

All teachers should ensure the subject statements for their year group are stuck at the front of each book. They are to be highlighted and dated when the teacher believes the target has been met by the child. The targets should also be used to inform planning. Children are assessed against the statements once per term.

The targets can be found in Topic 2025-2026 – TT statements.



GEOGRAPHY TARGET
I can ask simple
geographical
questions

GEOGRAPHY TARGET
I can use simple
observational skills
to study the geography of
the school and its
grounds

GEOGRAPHY TARGET
I can use simple
maps of the local
area

GEOGRAPHY TARGET
I can use words such as
near and far, left and
right to talk about where
things are

GEOGRAPHY TARGET
I can make simple
maps and plans

GEOGRAPHY TARGET
I can understand
how some places
are linked to
other places e.g.
roads, trains

GEOGRAPHY TARGET
I can describe
seasonal weather
changes

GEOGRAPHY TARGET
I can name, describe
and compare places
I know

GEOGRAPHY TARGET
I can link home with
other places in my
area