

HIAS REMOTE LEARNING CURRICULUM PACK

All around me

Remote learning curriculum pack Upper Key Stage 2 (Years 5 and 6) Pack 4

HIAS Teaching and Learning Team
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Final version

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HIAS Remote Learning Curriculum Pack

Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home during the first few days of this isolation period. Your school may also have given you initial English and mathematics resources for the next few days, and this pack of activities can supplement and work alongside these. The school is finalising its plans to deliver your child's current curriculum remotely to your child, with your support, during the remainder of the isolation period. These plans will be with you shortly and will maintain progress during this short interruption of education at school.

In the meantime, these activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

All around me



Key theme:

This theme is based on the world around us, both historically and in terms of geography. Children can explore their local area and investigate historical events and famous figures.

History:

Pupils should be taught about:

A local history study

- a depth study linked to one of the British areas of study
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Geography:

Pupils should be taught about:

- using the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- using fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

The activities will also link to the English and art curriculum.

Upper Key Stage 2

The big idea

My historical local area

Create a timeline from the area linked to national events



Key learning

History:

Pupils should be taught about:

- A local history study
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

How to do it

A timeline can show a sequence of events in a pictorial manner and is a good way to show the order of historical events.

This activity is all about researching the local area and adding in national events alongside ones from a local area.

Getting started:

- Research the local area in terms of interesting historical facts. If this is difficult to find, then broaden the search to a local town or city. Books, magazines, or the internet can help.
- When doing the research, make notes of specific things of interest that have happened in the local area.

Completing the activity:

- Notes need to be completed in chronological order (the order in which they happened) so that the storyboard makes sense.
- Have the local events on one side of the timeline with the national events on the different side. This way they can be compared and contrasted.
- There are many different timelines on the internet to show children how these are organised, but these can be easily replicated by drawing a line across the middle of the paper and adding in the events.
- The timeline will really come to life if accurate drawings or photos are included.

Key questions:

- What historical events have happened in the local area that reflect national events?
- What has been learnt about the history of the local area that was not known before?

Useful websites and resources:

www.history.org.uk

www.historyforkids.net

Upper Key Stage 2

The big idea

Be a travel agent Advertise the local area (using observations and fieldwork)



Key learning

Geography:

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods

How to do it

This activity involves considering the attributes of the local area and how these can be advertised to encourage people to go there. It involves children considering what makes the area they live in attractive for different kinds of people. They will need to use geographical vocabulary to describe some of the features of where they live.

Children can use different ways to advertise the area. They could:

- Design and create a poster that involves persuading the reader
- Create a PowerPoint presentation
- Write and illustrate a booklet
- Draw and write an advertisement of the local area

Completing the activity:

- Research facts about the area and write down some ideas of why it is a good place to live. Does it have good transport links, interesting shops and restaurants and attractive outside spaces? Make sure that clear information can be given to the reader.
- If possible, try to go outside and use fieldwork (using the outside to collect information and data) to get some of the information.
- Choose the format of the advert that will be created (see above).
- Create an eye - catching layout for the advert. The advert will have more impact if descriptive vocabulary and bright colours are used that stand out and engage the reader.

- Use a short, snappy slogan to advertise the area and make it sound interesting.
- Use positive, persuasive words and phrases such as: incredible, exciting, amazing.
- Write facts about the area so that people know more about it and are more encouraged to visit.
- Draw or cut out colourful pictures that show all the positive parts of the area.
- Write some quotes from people who already live in the area.

Key questions:

- Are the attributes of the area to do with physical geography (the natural environment) or human geography (created by humans)?
- What is the best format to use to 'sell' the area and why has this been chosen?
- What are the best features of the area and why?
- What types of people would the area appeal to and why?

Useful websites and resources:

www.geography.org.uk
<https://www.natgeokids.com/uk/>

Upper Key Stage 2

The big idea

Write an information booklet about a famous historical person (biography)



Key learning

History:

Children will have learnt, or be learning, about famous people in history. Periods of history will vary depending on the school. This activity can use any person that children can recall from the history that they have been taught or are interested in.

How to do it

Throughout the ages there have been many people who have changed the face of the world around us. This activity is about researching and writing about one of them.

Biographies are written about the life and time of someone and anyone can have a biography written about them.

Getting started:

- First decide on the person to research and write about. Many different people have shaped both our country and the world in general. Try to choose someone that has been studied or who there is interest in.
- The activity can take the form of an information booklet with pictures and captions or a biography. The story of their life could also be told through pictures with written information added.
- Research the main areas of their life and take notes, making sure the facts are correct and in the right order. Note down any interesting facts about them as the notes are made.

The main features of a biography are:

- They describe and discuss the life of a real person
- The information is based on fact
- They are written in formal language
- They are written in the past tense and usually written in chronological (time) order
- They include dates and these must be accurate
- They have text that is split up into paragraphs with usually one paragraph explaining one aspect of their life

These skills could also be used to improve the writing:

- Some compound sentences with conjunctions e.g. because, when, so that, although
- Use paragraphs to organise the writing in a logical sequence and use rhetorical questions posed at the beginning and then answered in the main paragraph
- Organisational devices such as headings, bullet points and underlining to structure the text
- Consider the audience and how the writing can engage the reader
- Some quotes from people who knew the person, or from the person themselves
- Some phrases such as: 'It is believed', 'it is thought that' to show that history is based on stories that have been passed down over some years

Key questions:

- What has the person achieved and why has this made them special?
- What have they changed about us or the way we live?

Useful websites and resources:

www.ducksters.com www.biography.com www.dkfindout.com/uk/history

Upper Key Stage 2

The big idea

Make a map of the local area (using observations and fieldwork)



Key learning

Geography:

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods

How to do it

This activity can be done in many ways, but it would be useful to go outside and use observations to complete this activity. Ordnance survey maps and Google maps are useful resources to help with this activity.

Think about:

- deciding how big the area is going to be on the map.
- using Google maps or the ordnance survey website to see how maps are drawn.
- starting with the home as the centre point and then drawing all the places around it.
- colouring the map with different colours to represent the types of and the height of land. This will make the map easier to read.
- drawing the eight compass points on the map (North, Northeast, East, Southeast, South, Southwest, West, Northwest).
- drawing on the contour lines which are the lines that join points of equal height. These will show the height and steepness of a hill.
- giving the map a key and drawing on the correct symbols.

The following may be included on the map:

- Places of worship
- Public houses (pubs) or restaurants
- Schools

- Different roads (these are often different colours on a map to represent how big they are)
- Bridges
- Railways lines
- Cycle trails
- Level crossings

Walking the route:

- Once the map is drawn it may be useful to walk the route again (with supervision). This will be a good way to check that it is accurate.

Key questions:

- What symbols are used to represent certain things on maps such as churches, schools etc.?
- How accurate (or not!) is the completed map and why?
- What was difficult about drawing the map and why?

Useful websites and resources:

www.geography.org.uk <https://www.natgeokids.com/uk/>
www.Google.co.uk/maps www.ordnancesurvey.co.uk

HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.