

KS2: Year C : Summer Term: Local Study ([History](#) | [Geography](#))

History

Focus area in Nat Curriculum	A local history study		
Enquiry question(s)	<u>Overall EQ:</u> What was Abington like in the past? How and why has it changed over time?		
Chronology	Developing children's chronological understanding underpins every history unit. Children should have opportunities to sequence the key periods studied and place key events within an overall timeline.		
Key disciplinary concepts	<i>Continuity and change</i> <i>Similarity and difference</i> <i>(Evidence is a concept in every enquiry)</i>		
Key substantive concepts	<i>Civilisation</i> - understanding how the growth of the railways and road networks influenced the pattern of development in Abington (and possibly how Internet / home working etc is changing it further today) <i>Agriculture</i> - develop an understanding that Abington is a rural location with a dependency on agriculture, particularly in the past. Consider how job types have changed over time, including how agriculture is now very different from in the past. Look specifically at the Land Settlement in Abington. <i>Trade</i> - understand transport networks connecting Abington to other places and how goods and services were provided in Abington at different points in its history.		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y3	Use of simple timelines in KS1 - concepts of living memory and beyond living memory. Houses & Homes when in Y2; Transport topics when in Y1. Ancient Greeks - Spring Term 2025.	<i>Continue to embed the concept of scaled timelines and vocab of BC / AD.</i>
	Y4 (as above plus)	Autumn 2023 - ancient civilisations including depth study of Ancient Egypt. Spring 2024 - Vikings & Anglo-Saxons. Both topics looked at why people settle in particular places.	<i>Link to what made Abington a good place to settle. Place Abington's history within wider understanding of historical periods / chronology</i>
	Y5 (as above plus)	Stone Age to Iron Age, Crime & Punishment and Ancient Maya studied when Y3s in 2022-23.	
	Y6 (as above plus)	Romans studied in Y3. Settlements, Cities & Migration topic in Y3 introduced children to principles of what is important for settlements. Children studied and visited Cambridge and London.	<i>Make links to prior learning when discussing hierarchies of settlement types, where go for particular goods/services etc</i>

Key knowledge to cover in this unit	• Abinton (town / farm of Abba) was first mentioned around 500AD • Domesday Book (1086AD) contains references to Abington • Parts of the churches date from the 12th and 13th century • Most of the old thatched cottages were built in the 17th century • The fields and common land were enclosed in 1804 (GA) and 1807 (LA) • The railways opened in 1848 (Great Chesterford to Newmarket) (but the part via Abington closed in 1851) and 1865 (Shelford to Haverhill) - the latter ran until the late 1960s • Great Abington Primary School opened for pupils in 1874 • The Land Settlement Association created 62 small holdings in Abington in 1937 • The A11 road bypass was built in 1969 - previously the main road ran through the village past the school and shop • The Granta Park science park opened in 1997 • Historians can find out more about people who lived in the village through: gravestones in the churchyard; birth, marriage and death records; local newspaper archives; Census records; old photographs; occasionally through diaries, letters and memoirs. • Historic maps are available that help us to understand the layout of the village and its land uses at different points in its history. • Official government censuses have been taken every 10 years since 1801 (except for 1941 because of World War II). It is an important tool for understanding population trends, planning resources and informing policy decisions.
Enrichment opportunities	Talk on Abington Land Settlement - opportunity to ask questions to someone who grew up there Visit Abington Hall (and Granta Park) Work with Local History Group on research into local graves Link to 150th anniversary of the founding of the school - celebration event planned for summer 2025 Hopefully find parents / grandparents / community members willing to talk about their experiences at school here 80th anniversary of VE Day - link to Commonwealth graves in local churchyards
Outdoor Learning	Walk around village - look at different types of housing Visit Little Abington graveyard - look at graves in situ
Equalities, Diversity and Inclusion	Use research on gravestones to show diverse experiences of life in Abington in the past. Compare life on the Land Settlement to life living in the main village.
Assessment of learning	Pre- and post-topic assessment of understanding of key vocabulary Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify Opportunities for assessing children's understanding throughout the topic through written or oral discussion of ideas.
Vocabulary	Vocabulary - link to document

Focus of study	Main: - Describe and understand key aspects of human geography: types of settlement and land use. - Understand geographical similarities & differences through study of human and physical geography of a region in the UK and how it has changed over time. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Use 8 points of compass, 4 and 6 figure grid references, symbols and keys to build knowledge of UK and wider world - Use fieldwork to observe, measure, record and present human and physical features in local area using range of methods, including sketch maps, plans and graphs, and digital technologies Other: - Name and locate UK countries / cities, regions & characteristics: focus on key topographical features, e.g. hills, mountains, coasts and rivers. Focus on East Anglia. - Identify position and significance of latitude, longitude, Equators, N & S hemispheres, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Prime Meridian and time zones - Establish and deepen an understanding of the interaction between physical and human processes - within the local area.		
Big ideas / Key substantive concepts	<i>Settlement</i> - When was Abington first settled? How has Abington changed over time? How might it change in the future? Different types of land-use in our local area and how this compares to typical land-use in the UK. Hierarchy of settlement types - where do we go to get different goods and services? <i>Trade</i> - understand how Abington is connected to other places through transport networks and how goods and services are currently provided to people in the village (and consider how this might change over time). <i>Sustainability</i> - consider sustainability in the context of possible future developments in Abington e.g. housing pressures, potential extension of the science park, working from home / distance to commute for work, where we buy goods and services from etc <i>Place, space and scale</i> - develop a good understanding of our local area and how it fits into our region, which will enable comparisons in future with other places around the world. Extend children's understanding of maps, keys, grid references, and locational language.		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y3	Location of continents, oceans and seas. Some use of maps in Rivers & Oceans topic. Summer 2023 (when Y1) - Lets Grow topic - compared Kenya to UK	<i>Recap key foundational knowledge including maps, compass directions.</i> <i>Will need to teach 4 figure grid references</i> <i>Make links between / compare agriculture here and in other countries.</i> <i>Recap difference between physical and human geographical features.</i>
	Y4 (as above plus)	4 figure grid references Difference between physical and human geographical features discussed in Y3 topics, along with some map work.	<i>Recap on 4 figure grid references and extend to understand 6 figure grid references.</i>

		Summer 2024 - Wonderful World - lines of latitude and longitude, hemispheres, time zones, biomes and climate zones	
	Y5 (as above plus)		
	Y6 (as above plus)	Autumn 2021 - Settlements, Cities & Migration - used Digimaps & Google Earth. Visited Cambridge and London.	
Key knowledge to cover in this unit	• Be able to locate Abington - South Cambridgeshire District, County of Cambridgeshire, Eastern Region, England / UK, Europe etc - and some key neighbouring places • Different types of settlement - hamlet, village, town, city, mega-city • Points of the compass and how to use 4-figure and 6-figure grid references • Key map symbols • Physical geographical features are naturally occurring e.g. rivers, hills; human geographical features are man-made e.g. buildings, roads. • Land use is the function or purpose of a particular area. Some key land uses include residential (housing), commercial (shops, offices), agricultural, transport, industrial, open space. • Geographers use different fieldwork techniques to find out about places and present data - such as sketch maps, aerial/satellite photographs, tally charts, surveys, bar graphs, radar graphs. • Town planners shape the development of cities, towns and the countryside, balancing various needs like housing, infrastructure and the environment, whilst also ensuring sustainable and livable communities. Politicians make decisions on overall policy as well as specific proposals for development.		
Enrichment opportunities	Visit to Abington Hall / Granta Park Consider our favourite local places (and reasons why). How could we improve the village further? Possible talk from local planner and/or district councillor about future plans for the area and how democratic decisions are made about new developments Possibly look at 2021 Census data. Micro-adventure to Anglesey Abbey / walk along River Quoy Cross curricular links with English (persuasive writing, information leaflets) and maths (presentation of fieldwork data).		
Outdoor Learning	Explore land use patterns in the village - local walks, aerial photos, maps Local fieldwork - e.g. traffic survey, local environmental quality assessments, litter survey etc Walks around the village to develop our understanding of what the village is currently like and consider how it might change in future.		
Equalities, Diversity and Inclusion	Consider how well the village and its facilities meets the diverse needs of our local community - and how it might / should develop in the future.		

	Compare where we live to other places in the UK and beyond
Assessment of learning	Pre- and post-topic assessment of understanding of key vocabulary Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussions - highlight misconceptions and clarify Opportunities for children to display their understanding through a range of written or oral discussion of ideas.
Vocabulary	Vocabulary - link to document