### All around me

#### Remote learning curriculum pack

#### Lower Key Stage 2 (Years 3 and 4)

#### Pack 4

# HIAS REMOTE LEARNING CURRICULUM PACK

#### HIAS Teaching and Learning Team

#### Autumn 2020

#### Final version

#### © Hampshire County Council

**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**

[](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.needpix.com%2Fphoto%2F1361341%2Fglobe-map-clipart-scrapbooking-illustration-world-countries&psig=AOvVaw3OWy_tnNRIj_8-wQ_A9X37&ust=1599206077591000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0tIbBzOsCFQAAAAAdAAAAABAD)

**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 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.

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| **Lower Key Stage 2** |
| **The big idea** |
| [Drawing of Victorian woman in dress clipart free image](https://www.google.com/url?sa=i&url=https%3A%2F%2Fpixy.org%2F4757229%2F&psig=AOvVaw0Zo04lir2PJdrNln7t4EEm&ust=1599206371686000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNjfr5PCzOsCFQAAAAAdAAAAABAD)[Gentleman,victorian,historic,topper,people - free image from needpix.com](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.needpix.com%2Fphoto%2F169436%2Fgentleman-victorian-historic-topper-people-man-person-jacket-clothing&psig=AOvVaw1luj3zPd0h7Z3L1Pmr_u4t&ust=1599206433212000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPCTvLLCzOsCFQAAAAAdAAAAABAN)  **Create a storyboard of a famous local historical figure** |
| **Key learning** |
| **History:**  A local history study |
| **How to do it** |
| A storyboard is a sequence of drawings, sometimes with writing or dialogue (speech). They are often used to plan the shots for a film or television programme.  This activity is about researching a famous local historical figure and creating a storyboard of their life and achievements.  **Getting started:**   * Research famous people from the local area. This could be someone from a local town or village or someone historical in the County. Books, magazines, or the internet can help. * When doing the research, make notes of specific things of interest about the person.   **Completing the activity:**   * Notes need to be completed in chronological order (the order in which they happened) so that the storyboard makes sense. * Storyboard templates can be used to record the information. By typing in ‘storyboard templates’ on the internet, there are different ones that can be used. Alternatively, these can be drawn freehand. * The storyboard will really come to life if accurate drawings or photos are included. Speech bubbles can also be drawn so the person can tell the story in their own words.   **Key information to include:**   * When and where the person was born * Their early life, school years and family * People who influenced them as they were growing up and in their later years * Their first jobs * Their main achievements * Any interesting facts about them * Their legacy (what they have left behind)   It may also be interesting to include an opinion of them. What is admiral about them and why? |
| **Key questions:** |
| * Why has this historical person been chosen? * What have they achieved that is memorable? (their legacy) |
| **Useful websites and resources:** |
| [www.history.org.uk](http://www.history.org.uk)  [www.historyforkids.net](http://www.historyforkids.net) |

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| **Lower Key Stage 2** |
| **The big idea** |
| **Interview a famous historical person**  [Teacher, Roman Legion, Roman Army, Roman Empire, Soldier, Legionary,  History, Caligae transparent background PNG clipart | PNGGuru](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pngguru.com%2Ffree-transparent-background-png-clipart-mcylk&psig=AOvVaw0PEY0KesUBntMv15TyWoqF&ust=1599207595644000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJiYudjGzOsCFQAAAAAdAAAAABAE) |
| **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 know about. |
| **How to do it** |
| This activity is all about imagining interviewing a famous historical figure and can focus on any person from history that the child has studied or is interested in.  An interviewer always plans the questions that they are going to ask first and will research key facts about the person before they meet them. After questions have been written, a member of the family could pretend to be the famous person and be interviewed. This will help ‘test’ historical knowledge.  **Think about:**   * choosing the famous person to be interviewed and researching some facts about them. Interviewers always know the main facts about their life and achievements before they meet them in person. * writing down the main questions before starting – remember to use a question mark (?) at the end of a question sentence. * starting questions with the 5 Ws – who, what, why, when, where. * trying to use ‘open’ questions to make the interviewee answer more fully. These are questions that will not have a ‘yes’ or ‘no’ answer. For example, “Tell me about the time you first went into battle.”   Once the questions have been written a microphone could be made to make the interview more realistic (see below).  When interviewing, make sure that:   * eye contact is made with the interviewee. * questions are asked in a slow and clear voice. * the person is given time to think and answer the questions. * responses are listened to carefully – is there another question that could be asked that is linked to their answer?   Making a microphone  Use:   * A cardboard tube or a rolled-up tube of light card to make the main structure * Silver foil to wrap around the base * Some black paint, card, or material to make the mouthpiece |
| **Key questions:** |
| * What is interesting about the person chosen and why? * What has the person achieved? * What does the person think about…? * How well can the facts about the famous historical figure be explained? |
| **Useful websites and resources:**  [www.activityvillage.co.uk](http://www.activityvillage.co.uk) |

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| **Lower Key Stage 2** |
| **The big idea** |
| **Draw and illustrate a poster to advertise the local area**  [Park clipart free images – Gclipart.com](https://www.google.com/url?sa=i&url=https%3A%2F%2Fgclipart.com%2Fpark-clipart_10139%2F&psig=AOvVaw3R49gHb0E8Af3eO7j2jWAc&ust=1599222212376000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJjy9ZL9zOsCFQAAAAAdAAAAABAD)**(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. 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.  Designing and creating a poster involves persuading the reader. In this case, the intention is for the reader to want to move to the area that is being advertised.  **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. * Create an eye - catching layout. The poster will have more impact if bright colours are used that stand out. * 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. * 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 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](http://www.geography.org.uk)  [www.nategeokids.com](http://www.nategeokids.com) |

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| **Lower Key Stage 2** |
| **The big idea** |
| [10+ Free Julius Caesar & Caesar Photos - Pixabay](https://www.google.com/url?sa=i&url=https%3A%2F%2Fpixabay.com%2Fphotos%2Fsearch%2Fjulius%2520caesar%2F&psig=AOvVaw08SyLSw3pAvQpb82V3oOHu&ust=1599231948984000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPDarMShzesCFQAAAAAdAAAAABAD)**Make an information page or biography about a famous historical person** |
| **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 page with pictures and captions or a biography. The story of their life could also be told through pictures. * 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 are 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. * 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. * Use of paragraphs to organise the writing.   **Information page:**  This activity could also consist of one page about someone by dividing the page up into sections to reflect the different parts of their life, or just writing about one aspect of their life. Drawings could be included to make it more interesting and a ‘did you know?’ box with interesting facts about them. |
| **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](http://www.ducksters.com) [www.biography.com](http://www.biography.com) www.dkfindout.com/uk/history |

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| **Lower Key Stage 2** |
| **The big idea** |
| **Sketch a map of the local area**  [Cityscape clipart free vector download (3,214 Free vector) for commercial  use. format: ai, eps, cdr, svg vector illustration graphic art design](https://www.google.com/url?sa=i&url=https%3A%2F%2Fall-free-download.com%2Ffree-vector%2Fcityscape-clipart.html&psig=AOvVaw3re29eYYFpu-TyJx9Va3Cy&ust=1599286218425000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLiz_8vrzusCFQAAAAAdAAAAABAE)**(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. Children can either be taken out to look at the local area and make notes of what they see (with supervision), or they can use ordinance survey maps and Google maps to help them make their own map.  **Think about:**   * deciding how big the area is going to be on the map. * using Google maps or the ordinance 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.   **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](http://www.geography.org.uk) [www.nategeokids.com](http://www.nategeokids.com)  [www.Google.co.uk/maps](http://www.Google.co.uk/maps) [www.ordinancesurvey.co.uk](http://www.ordinancesurvey.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](mailto: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](mailto:hias.enquiries@hants.gov.uk).