



# Primary History

**Meet the newest members of  
the Pearson Primary family!**



# Primary Geography

# Why Pearson Primary History and Geography?

Pearson Primary History and Geography have been developed to support your pupils' natural curiosity and build a curriculum that will not only teach them about the wider world, but their place within it to inspire the next generation of young geographers and historians.

They are tried-and-tested curriculum resources, built with curriculum leaders and teachers at Reach Academy Feltham, so you can be confident in an approach created in schools, by leaders who understand what the DfE and Ofsted look for.



## Features include:

- Challenging, engaging and age-appropriate texts
- Print and digital design features to support accessibility and inclusion
- Subject specific concept support for teachers
- Subject tools – such as Inference Squares for 'Evidence' in History
- Age-appropriate assessments for KS1



Consistent delivery across Key Stages 1 and 2



A complete curriculum



Built with curriculum experts, to support children to learn and remember more



A pedagogically rigorous approach



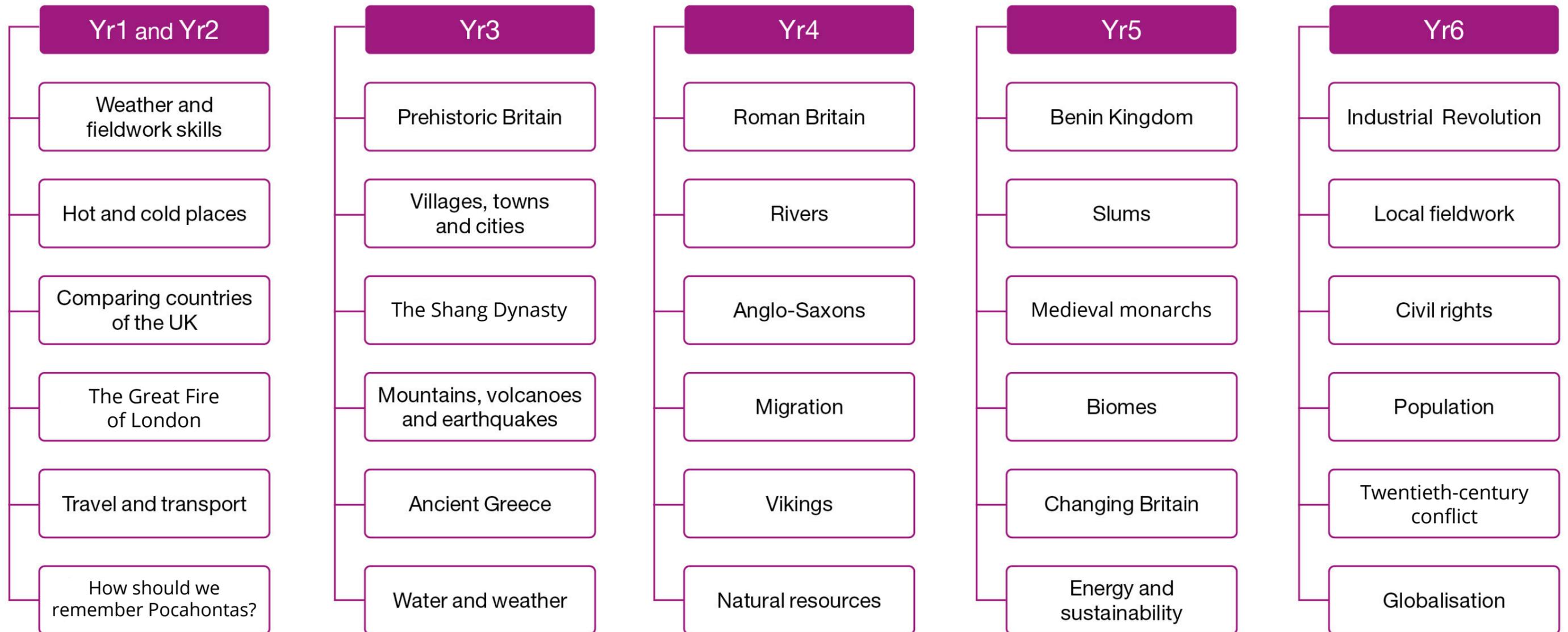
Pearson's market leading Diversity and Inclusion principles applied

# What's in Pearson Primary History and Geography?

Pearson Primary History and Geography offers both KS1 and KS2 curriculum that allows your pupils to explore important historical and geographical topics. We provide an engaging programme of study that comes with a range of online and offline content, unit assessments to track progression, teacher support materials, and so much more!

24 termly units for KS2 (6 units per year). 6 units for KS1.

“ I have a knowledge rich curriculum. ”



Learn more and start your free trial

# Concept Toolkits

The toolkits provide materials to support teachers in disciplinary knowledge, and offer exemplar pupil resources to be used alongside the Termly Units. They introduce overarching concepts that can be woven through all units, in either key stage, and provide pedagogical tools which show teacher how to develop the child's understanding.

## Geography

- Decision-making
- Location and place
- Cause and effect
- Change

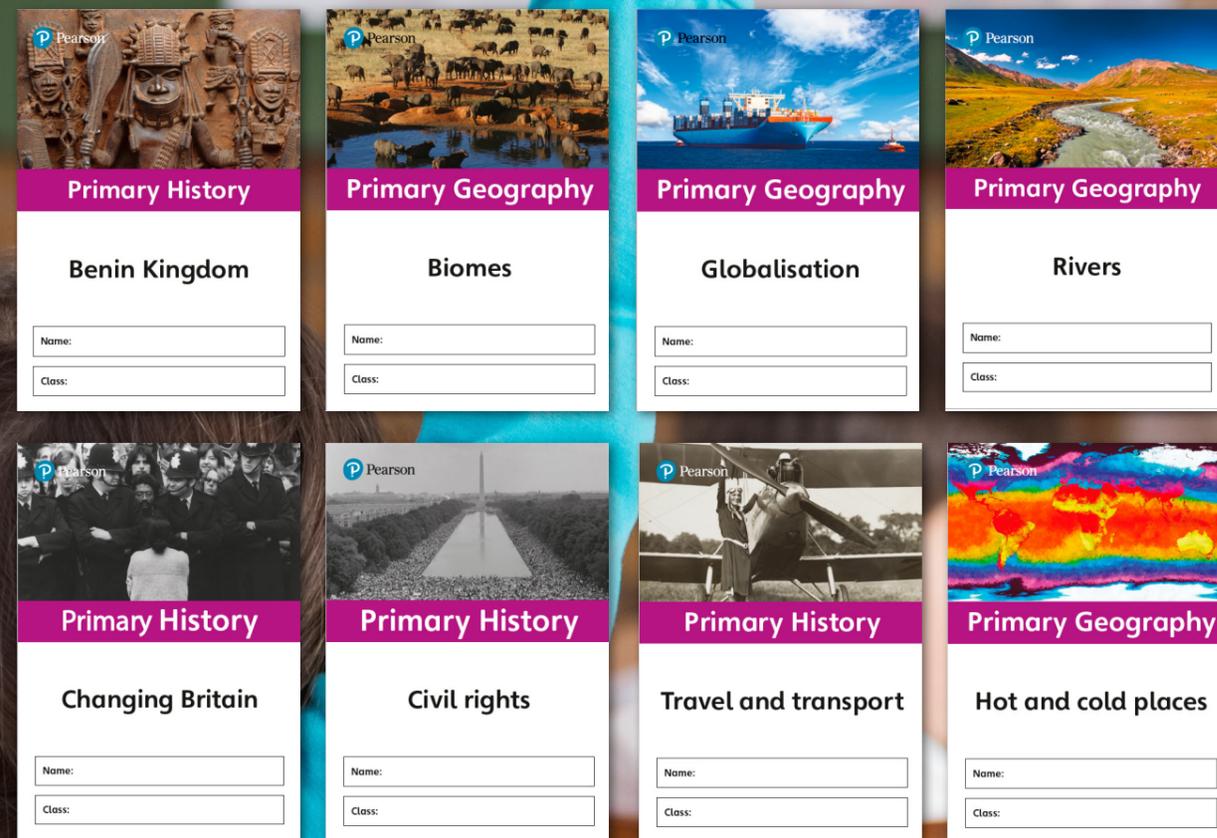
## History

- Cause and consequence
- Significance
- Chronology, change and continuity
- Evidence

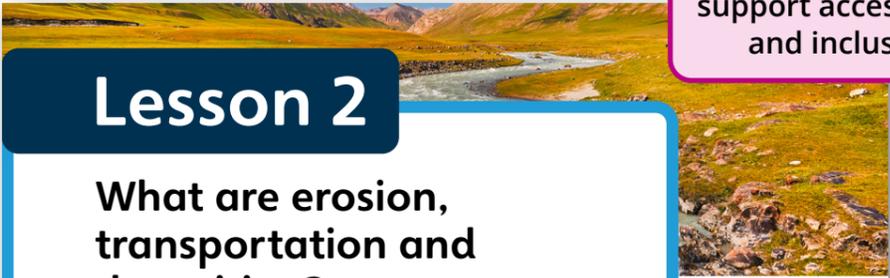
“ I know how... to think like a  
Historian/Geographer. ”

## Pupil Books

High quality, knowledge rich, pupil booklets are at the heart of the Reach Feltham approach, supporting both teachers and children in confidently progressing through units and securing learning. Retrieval practice activities, knowledge organisers, and support for extended writing mean that, every lesson, children learn and remember more.



# Geography pupil's booklet: Rivers (KS2)



## Lesson 2

### What are erosion, transportation and deposition?

Print and digital design features to support accessibility and inclusion

#### Quiz

1. What is the name for the start of a river? Tick the correct answer.  
a. Start  b. Source  c. Mouth  d. Tributary
2. Read the statements below. Tick 'True' or 'False' for each one.  
a. The upper course is where the river is widest and deepest. True  False   
b. The middle course is where the source of the river is located. True  False   
c. The lower course is where the mouth of the river is located. True  False
3. Name this river: it is 6,650 km long, its mouth is in Egypt and its sources are in Lake Tana and Lake Victoria. Write your answer.  
\_\_\_\_\_
4. Which one of these rivers is located in South America? Tick the correct answer.  
a. Mekong  b. Nile  c. Amazon  d. Congo
5. One continent contains five of the world's ten longest rivers. Which continent is that? Tick the correct answer.  
a. North America  b. Asia   
c. South America  d. Africa

Active participation constantly encouraged throughout

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Challenging, engaging and age-appropriate texts

### Rivers

#### About the Volga River

The Volga River is the longest river in Europe. It is 3,530 kilometres long. The Volga River is in one country: Russia. The Volga River is often called 'Mother Volga' by Russians. Without the Volga, they say, there would be no Russia.



- Half of all Russia's farming takes place along the Volga.
- Nearly half of all the Russian people live near the Volga.

1. Which city is nearest the source of the Volga River? (It is the capital city of Russia.) Write your answer.  
\_\_\_\_\_
2. Which sea does the Volga River flow into? Write your answer.  
\_\_\_\_\_
3. Which city is nearest the mouth of the Volga River? Write your answer.  
\_\_\_\_\_

#### Uses of the Volga River

##### Floods and farming

A flood is when a river's water spills out over its banks and spreads out over the surrounding area. The river water deposits the sediment it was transporting. The sediment makes soil fertile which is good for farming. That is why 50 per cent of all Russia's farming takes place along the Volga.

Floods can also be harmful. Sometimes, when there is a lot of rain, large floods happen. Houses can flood. Farm animals can drown. People can drown.

A consistent approach to every lesson

# Geography lesson plans: Rivers (KS2)

## Lesson 2: What is erosion, transportation, and deposition?

### Subject knowledge

- Erosion is the process by which a river wears away its banks and bed and breaks up larger material it is carrying into smaller material
- There are four main types of river erosion: Hydraulic action, abrasion, attrition and solution. There are four main types of river transportation: Traction, saltation, suspension and solution
- Erosion, transportation and deposition all depend on the speed of the river's flow: It's energy. In the upper course, there is a lot of friction between the river and its bed and banks: Low energy. In the middle course and lower course, the river is flowing quickly through a smooth, low-friction channel.

### Key questions

- What is river erosion?
- What is river transportation?
- What is river deposition?

<b>Active prior knowledge</b> 5 mins	Lesson slides 1–8 and work booklet page 8 <ul style="list-style-type: none"> <li>• Show pupils the main lesson question and key questions</li> <li>• Pupils should complete the quiz independently if they can, but can check back in their booklets if they need to.</li> </ul>
<b>Explain/Explore</b> 20 mins	Lesson slides 9–10 and work booklet pages 9–10 <ul style="list-style-type: none"> <li>• Read 'Erosion' together and look at the diagram</li> <li>• Look together at question 1 and read through the descriptions of ways a riverbank erodes land. Stress the technical terms (the words in bold)</li> <li>• Pupils should complete question 1 independently</li> <li>• Read 'Transportation' together and look at the diagram</li> <li>• Look together at question 2 and read through the descriptions of types of transportation. Again, stress the technical terms (the words in bold)</li> <li>• Pupils should complete question 2 independently.</li> </ul>
<b>Demonstrate understanding</b> 20 mins	Lesson slides 11–12 and work booklet page 11 <ul style="list-style-type: none"> <li>• Read 'Deposition' together and look at the diagram</li> <li>• Discuss the question: Why is a river like one carrying a heavy suitcase?</li> <li>• Read 'River processes' together</li> <li>• Pupils should complete question 3 in pairs.</li> </ul>
<b>Reflect</b> 5 mins	Lesson slide 13 and work booklet page 3 <ul style="list-style-type: none"> <li>• Pupils should complete their Learning Review</li> <li>• Encourage them to write the things that they think are important to know about the ways rivers shape the land around them, and to share some of these ideas.</li> </ul>

## Lesson 4: Why are rivers important to people?

### Subject knowledge

- Uses of rivers: as well as the six key uses outlined in this lesson (drinking water, swimming/leisure, fishing, transportation, power and farming), rivers also provide natural habitats for animal and plant species that are hugely important to biodiversity and rivers also form natural boundaries between countries / regions
- The significance of rivers for human life is indicated by settlement patterns: many villages, towns and cities are located on rivers, many at river crossing points. Examples include Rome (Tiber), Alexandria (Nile), Seoul (Han), Melbourne (Yarra), London (Thames) and Tokyo (Sumida)
- Human use of rivers can lead to pollution. Some major rivers are extremely polluted, especially those near very large population centres and industrial centres, for example the Ganges (India), the Citarum (Indonesia) and the Huang He (China).

### Key questions

- Why are rivers important to people?
- What are the most important uses of rivers?

<b>Activate prior knowledge</b> 5 mins	Lesson slides 1–7 and work booklet page 17 <ul style="list-style-type: none"> <li>• Show pupils the main lesson question and Key questions</li> <li>• Pupils complete the Quiz.</li> </ul>
<b>Targeted activity</b> 10 mins	Lesson slides 8–10 and work booklet page 18 <ul style="list-style-type: none"> <li>• Pupils should complete question 1 independently</li> <li>• The preceding quiz should help them to complete the task, which will in turn be important for the next activity.</li> </ul>
<b>Targeted activity</b> 15 mins	Lesson slides 11 and work booklet page 19 <ul style="list-style-type: none"> <li>• Pupils should complete question 2 in pairs, using their answers from question 1</li> <li>• Encourage pupils to think of other uses too, for example habitats for birds, fish, insects, plants and mammals.</li> </ul>
<b>Demonstrate understanding</b> 15 mins	Work booklet page 20 and Lesson slide 12 <ul style="list-style-type: none"> <li>• Read the instructions for question 3 together so pupils are clear on the requirements</li> <li>• Pupils complete question 3 in groups</li> <li>• Prompt groups to explain their ordering</li> <li>• Look at Lesson slide 12. Pairs discuss this question: What problems can people cause by using rivers?</li> </ul>
<b>Reflect</b> 5 mins	Lesson slide 13 and work booklet page 3 <ul style="list-style-type: none"> <li>• Pupils should complete their Learning review</li> <li>• Encourage them to write the things that they think are crucial to understanding the importance of rivers to people, and to share some of these ideas.</li> </ul>

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# Geography lesson slides: Rivers (KS2)

Pearson

Rivers

## Lesson 5

### How do rivers shape the land around them?

Pearson

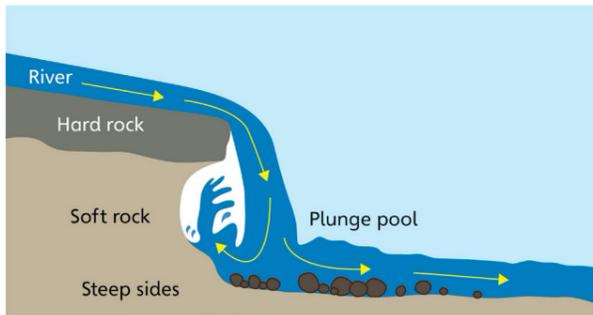
Rivers

## Lesson 2

### What are erosion, transportation and deposition?

Rivers

Pearson



The diagram illustrates a waterfall. At the top, a river flows over a layer of hard rock. Below this, the river falls into a plunge pool. The area below the plunge pool consists of soft rock and steep sides. The word 'Waterfalls' is written below the diagram.

### Waterfalls

Rivers

Pearson

### Quiz

2. Read the statements below. Tick 'True' or 'False' for each one.

- The upper course is where the river is widest and deepest.  
True  False
- The middle course is where the source of the river is located.  
True  False
- The lower course is where the mouth of the river is located.  
True  False

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# History pupil's booklet: Roman Britain (KS2)

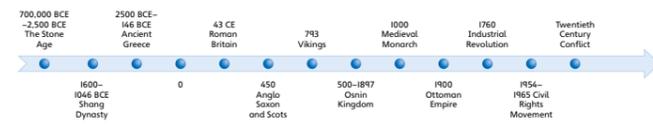
Challenging, engaging and age-appropriate texts

A consistent approach to every lesson

Active participation constantly encouraged throughout

## Lesson 1

### How did the Roman Empire become so successful?



**The greatest empire**

An **empire** is a group of countries ruled by a single person or state.

The Roman Empire was the greatest empire of the ancient world. It successfully conquered lands all over Europe, as well as parts of Africa and western Asia. It became so big that it had to be split in two: the Western European Empire and the Eastern Empire (known as Byzantium).

The Romans spread their **culture** across the empire and made sure that all of their new people were well-ruled.



You can still see Roman ruins across the world today. This is the Colosseum in Rome. There are also Roman ruins in Britain.

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Print and digital design features to support accessibility and inclusion

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### Roman language and writing

We have lots of information about what life was like in Roman Britain. This is because the Romans wrote lots of things down. They used a language called Latin, which no country uses any more. However, lots of our words today come from Latin. The languages of other countries that the Romans conquered, such as Italy, France, Spain and Portugal, also have Latin roots.

2. Look at these Latin words. Match them with their meanings and the English words. Write the words on the lines below.

*schola flamma mea aqua pictura*

Latin Word	English Meaning	English Words
<i>schola</i>	school	scholar, scholastic, school
_____	me	me, my
_____	water	aquatics, aquarium, aqueduct, aqueous
_____	flame	flame, flammable, flamboyant
_____	picture	picture, picturesque, pictorial

### The Roman landscape

As well as written information, the Romans left behind evidence such as everyday items and buildings. Many of these things were discovered by archaeologists, who study the past by looking at ancient items.



The Romans also built very straight roads, which meant that they could travel more quickly. We still use lots of Roman roads as we have built our new motorways over them.

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# History lesson plans: Roman Britain (KS2)

## Lesson 4: Can you plan your own Roman town?

### Subject knowledge

- The Romans brought many changes to Britain, including a move towards living in towns and cities. Important Roman cities include what we now call London, St Albans and Colchester ('chester' in place names means the town was built on the site of a Roman fort, from the Latin 'castrum' for a fort)
- Roman towns were designed as grids of streets with blocks of buildings. The central square, the forum, housed a big market where people could trade and buy goods
- Other key structures included temples, baths, villas (homes) and shops, and aqueducts and sewers to carry the city's water supply. Larger settlements also had amphitheatres where citizens watched plays, sporting events and gladiator fights.

### Key questions

- How did the Romans organise their towns?
- What new types of buildings did the Romans bring to Britain?
- What was the amphitheatre?

<b>Activate prior knowledge</b> 5 mins	Lesson slides 1–6 and Work booklet pages 3 and 18 <ul style="list-style-type: none"> <li>• Show pupils the main lesson question and Key questions</li> <li>• Pupils complete the Quiz.</li> </ul>
<b>Targeted activity</b> 10 mins	Lesson slide 7 and Work booklet page 19 <ul style="list-style-type: none"> <li>• Read 'Roman towns' and look at the aerial view together</li> <li>• Emphasise that the forum was always the centre of the town</li> <li>• Draw attention to the grid pattern. You could compare it to modern cities built in grids, such as Milton Keynes or New York</li> <li>• Invite suggestions of the benefits of this layout.</li> </ul>
<b>Targeted activity</b> 15 mins	Lesson slide 8 and Work booklet page 19 <ul style="list-style-type: none"> <li>• Pupils discuss question 1 in groups and then complete it independently, including all of the features on the checklist (although they may choose not to include an amphitheatre)</li> <li>• You may wish to model creating a simple plan first</li> <li>• Ask volunteers to share some examples. As a class, identify strengths in the choices the volunteers have made.</li> </ul>
<b>Demonstrate understanding</b> 15 mins	Lesson slide 9 and Work booklet page 20 <ul style="list-style-type: none"> <li>• Ask pupils to suggest how the buildings in the photos (public baths and amphitheatre) might have been used.</li> <li>• As a class, discuss any Roman ruins in your local area (or further afield, if necessary) and what these reveal about Roman Britain.</li> </ul>
<b>Reflect</b> 5 mins	Lesson slide 10 and Work booklet page 3 <ul style="list-style-type: none"> <li>• Pupils should complete their Learning review</li> <li>• Encourage them to write the things that they think are important to know about Roman towns and share some of these ideas.</li> </ul>
<b>Extend and stretch</b>	<ul style="list-style-type: none"> <li>• Pupils draw an illustration of how part of their Roman town (such as the baths, the forum or a villa) might look.</li> </ul>

## Lesson 5: Which factors were most important in the fall of the Roman Empire?

### Subject knowledge

- The Roman decline began in 117 CE, and was accelerated by major losses of territory and military power from 376 CE, with a surge of tribal invasions, defeats to Persian armies and plague. Historians also credit weak leadership, religious divisions and power struggles as reasons for the fall. The Eastern and Western Empires fell into civil war from 383 CE.
- In 476 CE, Emperor Romulus Augustulus was deposed and the Western Empire came to an end. The Eastern Empire (Byzantium) remained for another thousand years.

### Key questions

- What are the different factors that caused the fall of the Roman Empire?
- What are the key dates and events of the rise and fall of the Roman Empire?
- Which factor was most responsible for causing the fall?

<b>Activate prior knowledge</b> 10 mins	Lesson slides 1–6 and Work booklet pages 3 and 21 <ul style="list-style-type: none"> <li>• Show pupils the main lesson question and Key questions</li> <li>• Pupils complete the Quiz.</li> </ul>
<b>Explain/Explore</b> 5 mins	Work booklet page 22 <ul style="list-style-type: none"> <li>• Read 'The fall of the Roman Empire' together</li> <li>• Pupils complete question 1 independently. Then discuss as a class.</li> </ul>
<b>Targeted activity</b> 10 mins	Lesson slide 7 and Work booklet pages 23–24 <ul style="list-style-type: none"> <li>• Read 'Why did the Roman Empire fall?' together</li> <li>• Explain that this is one of the biggest questions for historians, and that it is due to a range of factors interacting with each other</li> <li>• Compare the two maps</li> <li>• Ask pairs to describe the rise and fall of Rome to one another, being sure to mention different places the Romans conquered.</li> </ul>
<b>Explain/Explore</b> 5 mins	Lesson slide 7 and Work booklet pages 23–24 <ul style="list-style-type: none"> <li>• Pupils discuss and complete question 2 in pairs</li> <li>• They may suggest reasons not given in the Work booklet, perhaps using knowledge of other empires they have studied.</li> </ul>
<b>Demonstrate understanding</b> 15 mins	Work booklet pages 23–24 <ul style="list-style-type: none"> <li>• Pupils complete question 3 in small groups, so they are ready to debate which reason for the Empire's fall was most important</li> <li>• Hold a debate. Pupils (independently or in groups) should try to convince their classmates that the reason they chose is the most important</li> <li>• Explain that it is fine for pupils to disagree reasonably; there is no single answer to this question.</li> </ul>
<b>Reflect</b> 5 mins	Lesson slide 8 and Work booklet page 3 <ul style="list-style-type: none"> <li>• Pupils should complete their Learning review</li> <li>• Encourage them to write the things that they think are important to know about the fall of the Roman Empire and share some of these ideas.</li> </ul>
<b>Extend and stretch</b>	<ul style="list-style-type: none"> <li>• Model drawing a timeline and adding one event; ask pupils to add others by looking back through their Work booklets; ask pupils to compare Rome's decline with that of other empires, for example.</li> </ul>

Download your free samples

# History lesson slides: Roman Britain (KS2)

Pearson

Roman Britain

## Lesson 2

### How did the Romans invade Britain?

Pearson

Roman Britain

## Lesson 4

### Can you plan your own Roman town?

Roman Britain

Pearson

Label the things that would help the soldier in battle.

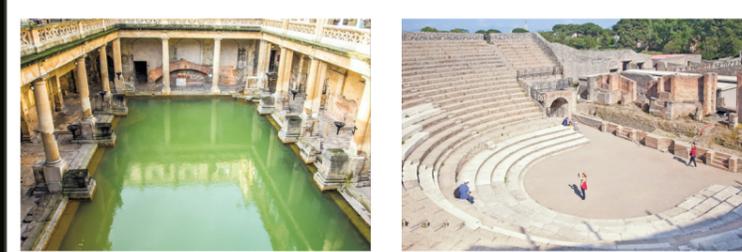
short sword javelin helmet shield armour



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Roman Britain

Pearson



What might these buildings have been used for?  
Are there any Roman remains in your local area?

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# Professional Development

As part of our collaboration with the Reach Academy Feltham, to support subject leaders wanting to understand approaches to curriculum development, we are able to offer the self-paced course 'Developing Primary Subject Leadership'.

Booked through the Pearson Professional Development Academy, this course consists of seven modules, written and delivered by Jon Hutchinson – curriculum leader at Reach. At £100, it's a cost-effective way to deep dive into improving your curriculum.

You will be able to find all of these courses on our [Professional Development Academy](#).



## Next steps

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