



St. Joseph's  
Catholic Primary School

# HUMANITIES CURRICULUM

socially mistakes morally potential  
confidently **Together** spiritually  
**Grow** **Learn** academically  
**Love** **St Jesus** world  
ourselves faith  
others **Joseph's**

LOVE

LEARN

GROW

## HUMANITIES - CURRICULUM OVERVIEW

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Humanities is taught as part of the continuous provision in EYFS					
Year 1	<b>Geography:</b> Commotion in the Ocean  Oceans & Seas, label seas/oceans	<b>History:</b> Sparkle and Shine  The Gunpowder Plot – Guy Fawkes.	<b>History:</b> Earth and Space Timeline of Space History	<b>Geography:</b> Keen to be Green  What is the geography like of where I live?	<b>History:</b> Castles ,Dungeons and dragons	<b>Geography:</b> Why are jungles so wet and deserts so dry?
Year 2	<b>History:</b> Superheroes	<b>History:</b> Why is the history of my locality important? - Homes in our local area.	<b>Geography:</b> Antarctic Adventures Why don't penguins need to fly?	<b>History:</b> Fire Fire! The Great Fire of London.	<b>Geography:</b> Why does it matter where our food comes from?	<b>Geography:</b> How does Kampong Ayer compare with where I live?
Year 3	<b>History:</b> Savage Stone Age	<b>Geography:</b> Extreme Earth (Volcanoes and Earthquakes)	<b>History:</b> Temples, Tombs and Treasures	<b>Geography:</b> Walk like an Egyptian Beyond the Pyramids: What is life along the Nile really like?	<b>Geography:</b> Cruise to the Caribbean Where in the world is home for Denise and how does it compare with my location?	<b>History:</b> Coming and going Why are the arrival of the Empire Windrush and the leaving of the Titanic such important stories?
Year 4	<b>Geography:</b> Where is the most valuable thing in the world and who owns it?	<b>History:</b> The Blitz - 'Lightning War '	<b>History:</b> Revolting Romans How did the Roman's change Britain?	<b>Geography:</b> What is life like beyond the Roman remains?	<b>History:</b> Vikings and Anglo Saxons	<b>Geography:</b> How and why is my local environment changing?
Year 5	<b>Geography:</b> How is India saving the tiger?	<b>History:</b> Explorers Through the Centuries	<b>History:</b> Earth and Space The history of space exploration and invention	<b>Geography:</b> Rivers and Floods	<b>History:</b> Ancient Greece	<b>Geography:</b> Why are mountains so important?
Year 6	<b>History:</b> Amazing People Empire, Piracy and Slavery.	<b>History:</b> Victorian Childhood	<b>Geography:</b> How is climate change affecting the world?	<b>Geography:</b> How can we live more sustainably?	<b>Geography:</b> Megacities in South America and around the world	<b>History:</b> Mayans

**HUMANITIES – RECEPTION – TOPIC/SKILLS AND KNOWLEDGE**

Topic / Term	KNOWLEDGE AND UNDERSTANDING AND SKILLS
Advent 1	<p><b>All about me!</b> – Learning the names of body parts and knowing where they are.                      Developing an understanding of the five senses.                      Understand the importance of good hygiene.  <u>People who help us-</u>                      Develop an understanding of people who help us and what they do.                      Recognising important members of our families and the community</p>
Advent 2	<p><b>Seasons-</b> looking at the four seasons, weather, climate, changes in the environment. Festivals                      _Understanding changes in the weather.                      Looking at what animals do when the weather changes.  <u>Celebrations-</u> (Diwali, bonfire night, Christmas).                      Looking at what happens during each celebration.</p>
Lent 1	<p><b>Sing with me-Nursery Rhymes</b> – Using nursery rhymes to develop our vocabulary.                      Looking at friendships and how we can be kind to each other.                      Looking at how to follow rules and stay safe.                      Exploring basic maps (The grand old duke of York)</p>
Lent 2	<p><b>Cogs and wheels- Transport</b> - To recognise and read road signs. Exploring different types of transport. To recognise how to be safe on the road.                      To explore different types of transport and to design our own.</p>
Pentecost 1	<p><b>Dinosaurs-</b> Learning the names of different dinosaurs                      Exploring dinosaurs daily lives                      Look at strengths, weakness and characteristics of different dinosaurs (dinosaurs to visit to classroom/ wooded area)</p>
Pentecost 2	<p><b>Living things-</b> to explore life cycles.                      To identify what a minibeast is and where we could find them.                      To look at animals under the sea and how we could protect them.</p>

## HUMANITIES – YEAR 1 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Geography</b>	<p>Why do we love being beside the seaside so much? <b><u>Oceans &amp; Seas, label seas/oceans</u></b></p> <ul style="list-style-type: none"> <li>● Name and locate the world’s seven continents and five oceans.</li> <li>● Describe some of the physical and human features typically seen at the seaside and suggest reasons why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there.</li> <li>● Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>– key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> </li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Locate land mass and oceans on a variety of maps i.e. floor maps, thematic maps (with animals etc) and on globes: know that maps give information about places in the world.</li> <li>● Use vocabulary such as bigger/smaller, near/far.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Investigate through observation and description.</li> <li>● Notice and describe patterns.</li> </ul> <p><b><u>USE OF ICT</u></b></p> <ul style="list-style-type: none"> <li>● Use simple electronic globes/maps.</li> <li>● Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> </ul>
<b>Advent 2 History</b>	<p><b><u>The Gunpowder Plot – Guy Fawkes</u></b></p> <ul style="list-style-type: none"> <li>● Recognising the distinction between past and present.</li> <li>● Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...) To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events.</li> <li>● Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about new and old objects, using phrases like old, new and long time ago</li> <li>● Identifying some similarities and differences between their own present and aspects of the past.</li> <li>● Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> <li>● Identifying some similarities and differences between ways of life in different periods.</li> </ul>
<b>Lent 1 History</b>	<p><b><u>Timeline of Space History</u></b> Neil Armstrong – Space Travel (fact file).</p>	<ul style="list-style-type: none"> <li>● Describe someone famous. Use words and phrases like before, after, past, present, then and</li> </ul>

	<p>Tim Peake (letter writing).</p> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>● Recognising the distinction between present and past in their own and other people's lives.</li> </ul>	<p>now</p> <p>I can explain how I have changed since I was born</p>
<p><b>Lent 2 Geography</b></p>	<p><b><u>Keen to be Green</u></b></p> <p><b><u>What is the geography like of where I live?</u></b></p> <ul style="list-style-type: none"> <li>● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <ul style="list-style-type: none"> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>● Identify, observe, describe, record and locate on a simple plan some significant physical and human features and land uses of their school grounds and immediate locality.</li> <li>● Observe, record and present graphically the basic elements of the weather at their locality.</li> <li>● Describe and suggest reasons for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use large scale maps and aerial photos of the school and local area.</li> <li>● Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>● Follow a route on a map starting with a picture map of the school.</li> <li>● Recognise landmarks and basic human features on aerial photos.</li> <li>● Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>● Know that symbols mean something on maps.</li> <li>● Begin to realise why maps need a key.</li> <li>● Look down on objects and make a plan e.g. of the classroom or playground.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>● Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</li> <li>● Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Investigate through observation and description.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>● Give and follow simple instructions to get from one place to another using positional and directional language such as near,</li> </ul>

		<p>far, left and right.</p> <ul style="list-style-type: none"> <li>● Use maps and other images to talk about everyday life e.g. where we live, journey to school etc</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Use a postcode to find a place on a digital map.</li> </ul>
<p><b>Pentecost 1 History</b></p>	<p><b><u>Castles, Dungeons and dragons</u></b></p> <ul style="list-style-type: none"> <li>● Recognising the distinction between past and present by looking at a period beyond living memory (The Battle of Hastings).</li> <li>● Know where some people (the life of William the Conqueror) and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...)</li> <li>● To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events.</li> <li>● Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and use simple historical concepts such as now/then and same/different.</li> <li>● To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>● Use sources to answer simple questions about the past.</li> <li>● Identify some of the basic ways the past can be represented (The Bayeux Tapestry)</li> </ul>
<p><b>Pentecost 2 Geography</b></p>	<p><b><u>Why are jungles so wet and deserts so dry?</u></b></p> <p><b>Comparing climates of: African Savanna and Sahara Desert, Atacama Desert (Chile), Amazon Rainforest.</b></p> <ul style="list-style-type: none"> <li>● Describe the difference between weather and climate and identify and describe in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world.</li> <li>● Reason/Speculate why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth. Small area in a contrasting non-European country.</li> </ul>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>● Use a range of maps and globes (including picture maps) at different scales.</li> <li>● Know that symbols mean something on maps</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>● Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment</li> <li>● e.g. ‘What is it like to live in this place?’</li> <li>● Recognise differences between their own and others’ lives.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Notice and describe patterns.</li> <li>● Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features.</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Do simple searches within specific geographic software.</li> <li>● Describe and label electronic images produced.</li> </ul>

## HUMANITIES– YEAR 2 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 History</b>	<p><b><u>Superheroes</u></b></p> <ul style="list-style-type: none"> <li>● Describe the importance of historical figures and their impact on past events.</li> <li>● Sequence historical figures on timelines and understand chronological order.</li> <li>● Reason/ speculate how the works of historical figures have impacted the life we live today.</li> <li>● Compare historical figures with modern ‘Real Life Hero’</li> <li>● Identify that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> </ul>	<ul style="list-style-type: none"> <li>● To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> <li>● Understand historical concepts and use them to make simple connections and draw contrasts.</li> <li>● To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> </ul>
<b>Advent 2</b>	<p><b><u>Why is the history of my locality important? - Homes in our local area.</u></b></p> <ul style="list-style-type: none"> <li>● Recognise the distinction between past and present when looking at domestic objects and styles of houses.</li> <li>● Describe how household objects and homes have changed since the 1900.</li> <li>● Sequence objects and styles of homes giving reasons or speculate why certain objects or style of homes are modern/older.</li> <li>● Compare materials used in the past with those used in the present.</li> <li>● Speculate how the living conditions of the past influenced your life.</li> <li>● Identify some notable houses in the local area and how they have changed in living memory.</li> </ul>	<ul style="list-style-type: none"> <li>● To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> <li>● Use sources to answer simple questions about the past.</li> <li>● Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>● Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>

<p><b>Lent 1 Geography</b></p>	<p><b><u>Why don't penguins need to fly?</u></b>  <b><u>Comparing Antarctica with The Arctic and other extreme places.</u></b></p> <ul style="list-style-type: none"> <li>● Describe and compare the natural environments of Antarctica and North Africa and identify, describe and give reasons for some of the different ways in which living things, including humans, are adapted to survive in such places;</li> <li>● Identify and describe the three main types of climate and where each is found in the world;</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a range of maps and globes (including picture maps) at different scales.</li> <li>● Recognise that maps need titles.</li> <li>● Know that symbols mean something on maps.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Use simple compass directions (NSEW).</li> <li>● Use locational and directional language to describe features and routes</li> <li>● Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment</li> <li>● e.g. 'What is it like to live in this place?'</li> <li>● Investigate through observation and description.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>● Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> </ul> <p><b><u>USE OF ICT</u></b></p> <ul style="list-style-type: none"> <li>● Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul>
<p><b>Lent 2 History</b></p>	<p><b><u>Fire Fire!</u></b>  <b><u>The Great Fire of London.</u></b></p> <ul style="list-style-type: none"> <li>● Select primary and secondary sources related to the Great Fire of London.</li> <li>● Compare/contrast different versions of the past and a range of primary and secondary sources, e.g. photographs/artefacts.</li> <li>● Select different real-life perspectives of those who experienced the Great Fire.</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple stories and other sources to show that they know and understand key features of events.</li> <li>● Understand historical concepts and use them to make simple connections and draw contrasts.</li> <li>● Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> </ul>



	<ul style="list-style-type: none"> <li>Reason/speculate on the physical features that caused the fire to spread and the lifestyle of those at the time.</li> </ul>	
<b>Pentecost 1 Geography</b>	<p><b><u>Why does it matter where our food comes from?</u></b>  <b><u>Study Dairy farms in Devon-UK, Sugar beet farming-Uk and banana plantations -Costa Rica</u></b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the food they eat is produced on farms, either in the United Kingdom or overseas.</li> <li>Classify local/imported foods and reason/speculate why certain foods need to be imported.</li> <li>Compare and contrast weather patterns and describe the effects on what kind of food can be produced by farmers.</li> </ul>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Know which direction is North on an OS map.</li> <li>Use and construct basic symbols in a map key.</li> <li>Find a given OS symbol on a map with support</li> </ul> <p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment</li> <li>e.g. ‘What is it like to live in this place?’</li> <li>Investigate through observation and description.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>Do simple searches within specific geographic software</li> <li>Add simple labels to a digital map.</li> </ul>
<b>Pentecost 2 Geography</b>	<p><b><u>How does Kampong Ayer compare with where I live?</u></b>  Study a small area in a contrasting non-European country</p>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> </ul>

- Compare and contrast the basic physical and human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei, Borneo.
- Suggest reasons for some of the main similarities and differences in the geography of their locality and Kampong Ayer that they have observed.
- Locate the United Kingdom and Brunei on a map of the continents and oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) and the North Pole and South Pole.

- Use vocabulary such as bigger/smaller, near/far.
- Use and construct basic symbols in a map key.

#### FIELDWORK

- Use simple compass directions (NSEW).
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

#### ENQUIRY

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment
- e.g. 'What is it like to live in this place?'
- Recognise differences between their own and others' lives.

#### COMMUNICATION

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.

#### USE OF ICT

- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

## HUMANITIES– YEAR 3 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 History	<p><b><u>Savage Stone Age</u></b></p> <ul style="list-style-type: none"> <li>● Explain how stone age people hunted for their food and what they ate.</li> <li>● Demonstrate understanding of the differences between the stone, bronze and iron ages.</li> <li>● Synthesise what people learnt from stone age paintings.</li> <li>● Summarise what a typical day would have been like for a stone age man, woman or child.</li> <li>● Examine local evidence of Stone, Bronze and Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>● Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>● Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources).</li> <li>● When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>● Produce structured work that makes some connections, draws some contrasts involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>
Advent 2 Geography	<p><b><u>How do volcanoes affect the lives of people on Heimaey? (Iceland)</u></b></p> <p><b><u>Why do the biggest earthquakes not always cause the most damage?</u></b></p> <ul style="list-style-type: none"> <li>● Describe in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured.</li> <li>● Explain in basic terms why some earthquakes cause more destruction than others.</li> <li>● Recognise and give reasons for why most earthquakes and volcanoes tend to occur at the same locations around the world.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>● Recognise patterns on maps and begin to explain what they show.</li> <li>● Recognise that contours show height and slope.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</li> <li>● Make comparisons with their own lives and their own situation.</li> </ul>

		<p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Identify and describe geographical features, processes (changes), and patterns.</li> <li>● Use geographical language relating to the physical and human processes.</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● View a range of satellite images</li> <li>● Make use of geography in the news – online reports &amp; websites.</li> </ul>
<p><b>Lent 1 History</b></p>	<p><b><u>Temples, Tombs and Treasures</u></b> Ancient Egypt</p> <ul style="list-style-type: none"> <li>● Summarise the achievements of the earliest civilizations.</li> <li>● Demonstrate an understanding of when and where when the first civilizations appeared.</li> <li>● Explain the importance of pyramids and gods in Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>● Look for clues in the past and explore what this tells us about how life was lived.</li> <li>● Examine artefacts and use these to pose questions about the past.</li> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>● Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> </ul>
<p><b>Lent 2 History</b></p>	<p><b><u>Walk like an Egyptian</u></b> <b><u>Beyond the Pyramids: What is life along the Nile really like?</u></b></p> <ul style="list-style-type: none"> <li>● Locate the <i>Pyramids of Giza</i> on a map of Africa and main cities of Egypt and explain why it is so popular with visitors from countries around the world.</li> <li>● Identify and describe a number of important physical and human features of Egypt other than the Pyramids of Giza such as the Valley of Kings and The Nile.</li> </ul>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>● Use maps at more than one scale.</li> <li>● Label maps with titles to show their purpose</li> </ul> <p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>● Use the eight points of a compass</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>● Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</li> <li>● Show increasing empathy and describe similarities as well as differences.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Identify and describe geographical features, processes (changes), and patterns.</li> <li>● Use geographical language relating to the physical and human</li> </ul>

		<p>processes.</p> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Use the zoom facility on digital maps to locate places at different scales.</li> <li>● Add a range of text and annotations to digital maps to explain features and places.</li> </ul>
<p><b>Pentecost 1 Geography</b></p>	<p><b><u>Cruise to the Caribbean</u></b>  <b><u>Where in the world is home for Denise and how does it compare with my location?</u></b>  <b><u>(The Caribbean)</u></b></p> <ul style="list-style-type: none"> <li>● Offer reasons for some of the similarities and differences observed between a location in the UK with a location in The Caribbean.</li> <li>● Understand the concept of the Northern Hemisphere and Southern hemisphere.</li> <li>● Begin to make judgements about where in the world Denise may or may not live.</li> <li>● Compare and contrast the weather of Soufriere with that of a location in the UK and suggest reasons for any similarities and differences they observe.</li> <li>● Understand why the hottest areas of the world are found along the Equator and the coldest at the North Pole and South Pole.</li> <li>● Begin to explain why St Lucia is a popular location for tourists from the United Kingdom.</li> <li>● Present some data collected during fieldwork in appropriate graphs and tables and suggest reasons for their significance.</li> <li>● Explain why there are differences between the features of the environment of Soufriere and a UK location.</li> </ul>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>● Use maps at more than one scale.</li> <li>● Recognise that larger scale maps cover less area.</li> <li>● Use 4 figure coordinates to locate features on maps.</li> <li>● Recognise some standard OS symbols.</li> </ul> <p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>● Use the eight points of a compass.</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>● Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</li> <li>● Make comparisons with their own lives and their own situation.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Add a range of text and annotations to digital maps to explain features and places.</li> <li>● Use presentation/multimedia software to record and explain geographical features and processes.</li> <li>● Use spreadsheets, tables and charts to collect and display geographical data.</li> </ul>

**Pentecost 2  
History**

**Coming and Going**

**Why are the arrival of the Empire Windrush and the leaving of the Titanic such important stories?**

- Understand historical concepts (society in Britain and migration) and use them to make simple connections and draw contrasts.
  - Recognise and describe, in simple terms some of the contrasts that existed in living conditions amongst different sections of the population of Britain in 1912 and post war.
  - Describe and offer reasons why so many migrants leave their homes, identifying some similarities and differences between ways of life in different periods.
  - Show where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).
  - Demonstrate understanding of the factors/ life experiences which influence decisions and cause change.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
  - Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
  - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

## HUMANITIES– YEAR 4 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Geography</b>	<p><b><u>Where is the most valuable thing in the world and who owns it? (A region of the UK- Birmingham and Wales)</u></b></p> <ul style="list-style-type: none"> <li>● Explain why cholera was responsible for thousands of deaths during epidemics in cities throughout Victorian Britain.</li> <li>● Explain the purposes and features of reservoirs and why Birmingham Council chose mid-Wales to build five to supply the city with fresh water.</li> <li>● Use a range of geographical techniques to interpret OS maps and identify, describe and explain key physical and human features of mid-Wales.</li> <li>● Describe and explain what ‘virtual water’ use is and illustrate this understanding with examples.</li> <li>● Compare and contrast water consumption patterns in countries of the rich and poor world and explain the differences observed.</li> <li>● Recognise and explain why water is not an infinite resource and identify and describe a number of ways in which we might conserve it.</li> <li>● Carry out fieldwork to gather, record, present and interpret data so that they can identify, describe and explain how adults in their own community currently use and conserve water.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>● Recognise patterns on maps and begin to explain what they show.</li> <li>● Recognise that contours show height and slope.</li> <li>● Use plan views.</li> <li>● Link features on maps to photos and aerial views. Use a scale bar to calculate some distances.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Make links between features observed in the environment to those on maps and aerial photos Relate measurement on large scale maps to measurements outside.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Use geographical language relating to the physical and human processes.</li> <li>● Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> </ul> <p><b><u>USE OF ICT</u></b></p> <ul style="list-style-type: none"> <li>● Use spreadsheets, tables and charts to collect and display geographical data.</li> </ul>
<b>Advent 2 History</b>	<p><b><u>The Blitz - ‘Lightning War</u></b></p> <ul style="list-style-type: none"> <li>● Explain what happened during WW2.</li> <li>● Summarise who, why and where was affected by the Blitz.</li> </ul>	<ul style="list-style-type: none"> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>● Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past</li> </ul>

	<ul style="list-style-type: none"> <li>● Empathise with evacuees and the impact this had on children.</li> <li>● Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</li> <li>● Identify the impact of the Blitz in the Local Area- Denham Aerodrome, Martin Baker, evacuees brought to the local area.</li> </ul>	<p>events may exist, giving some possible reasons for this.</p>
<p><b>Lent 1 History</b></p>	<p><b><u>How did the Roman's change Britain?</u></b></p> <ul style="list-style-type: none"> <li>● Sequence events when the Romans conquered Britain.</li> <li>● Summarise aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding.</li> <li>● Explain the impact of Roman invasion and settlement in Britain. Appreciate how our locality today has been shaped by the past.</li> <li>● Make some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> </ul>	<ul style="list-style-type: none"> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>● When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>● Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses particularly evidence of Roman settlement in our local area- Bucks and Herts.</li> <li>● Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> <li>● Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>
<p><b>Lent 2 Geography</b></p>	<p><b><u>Beyond the Roman Remains</u></b></p> <ul style="list-style-type: none"> <li>● Identify, describe and explain using satellite images and simple GIS some important changes to the environment that they can observe occurring in different parts of the world.</li> <li>● Locate the regions of Italy on a map and main cities of the country and explain why many cities are so popular with visitors from countries around the world.</li> <li>● Identify and describe a number of important physical and human features of Naples such as the islands of Sicily and Sardinia and Mount Vesuvius.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>● Recognise that contours show height and slope.</li> <li>● Use 4 figure coordinates to locate features on maps.</li> <li>● Link features on maps to photos and aerial views.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Observe, measure and record the human and physical features in the local area using a range of methods including sketch</li> </ul>



	<ul style="list-style-type: none"> <li>● Consider whether the benefits of living in places outweigh the disadvantages and explain their views.</li> </ul>	<p>maps, cameras and other digital devices.</p> <ul style="list-style-type: none"> <li>● Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>● Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</li> <li>● Make comparisons with their own lives and their own situation.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Identify and describe geographical features, processes (changes), and patterns.</li> <li>● Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Use the zoom facility on digital maps to locate places at different scales.</li> <li>● Add a range of text and annotations to digital maps to explain features and places.</li> <li>● Make use of geography in the news – online reports &amp; websites</li> <li>● View a range of satellite images</li> </ul>
<p><b>Pentecost 1 History</b></p>	<p>Vikings and Anglo Saxons</p> <ul style="list-style-type: none"> <li>● Apply knowledge from previous learning that Britain was invaded on more than one occasion.</li> <li>● Explain who the Vikings were, as well as explaining where, when and why they raided and invaded Britain.</li> <li>● Critique the evidence surrounding the Battle of Edington and the role of King Alfred the Great.</li> <li>● Hypothesise about the role of some of these events in this period of invasion and settlement through the use of appropriate terms relating to the passing of time, including the Lindisfarne raid.</li> </ul>	<ul style="list-style-type: none"> <li>● Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political, religious and social history.</li> <li>● Establishing a narrative showing connections and trends within and across periods of study.</li> <li>● Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> <li>● Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>● Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time in their locality.</li> </ul>	
<b>Pentecost 2 Geography</b>	<p><b><u>The Local Area</u></b></p> <ul style="list-style-type: none"> <li>Identify, describe and explain using information they have observed, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>Make and use simple route maps</li> <li>Label maps with titles to show their purpose</li> <li>Use 4 figure coordinates to locate features on maps.</li> <li>Create maps of small areas with features in the correct place.</li> <li>Use plan views.</li> <li>Recognise some standard OS symbols.</li> <li>Make a simple scaled drawing</li> <li>Use a scale bar to calculate some distances</li> <li>Relate measurement on large scale maps to measurements outside.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>Show increasing empathy and describe similarities as well as differences.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</li> </ul> <p><b><u>USE OF ICT</u></b></p> <ul style="list-style-type: none"> <li>Use the zoom facility on digital maps to locate places at different scales.</li> <li>Add a range of text and annotations to digital maps to explain features and places.</li> <li>View a range of satellite images</li> <li>Add photos to digital maps.</li> <li>Draw and follow routes on digital maps.</li> </ul>

## HUMANITIES– YEAR 5 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Geography</b>	<p><b><u>How is India saving the tiger?</u></b></p> <ul style="list-style-type: none"> <li>● Explain the distribution of tigers in the world and reach a judgement as to why their range has declined.</li> <li>● Describe the habitat of Bengal tigers and explain the ways in which they are adapted to living in it.</li> <li>● Explain tropical climate and reach a judgement regarding why tropical forest grows widely in India.</li> <li>● Describe the seasons experienced in Kandla and reach a judgement about why the pattern of weather causes problems for locals.</li> <li>● Evaluate the similarities and differences between their climate graph and that of Kandla and describe and explain similarities and differences.</li> <li>● Understand that the monsoon brings benefits and problems and reach a judgement about whether the advantages outweigh the disadvantages.</li> <li>● Explain why Bengal tigers are endangered and the actions being taken to protect and conserve them.</li> <li>● Evaluate the role that people in Britain can have in helping to protect and conserve tigers.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>● Relate different maps to each other and to aerial photos.</li> <li>● Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>● Choose the most appropriate map/globe for a specific purpose.</li> <li>● Understand that purpose, scale, symbols and style are related.</li> <li>● Use latitude/longitude in a globe or atlas.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</li> <li>● Make predictions and test simple hypotheses about people and places.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>● Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul> <p><b><u>USE OF ICT</u></b></p> <ul style="list-style-type: none"> <li>● Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</li> </ul>

<p><b>Advent 2 History</b></p>	<p><b><u>Explorers through the Centuries</u></b>  <b><u>Change and continuity of expeditions that have happened.</u></b></p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of significant aspects of history – expansion and dissolution of empires; and follies of mankind.</li> <li>● Make reasoned judgments about historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political, religious and social history.</li> <li>● Evaluate connections and trends within and across periods of study- the impact of different explorers on society.</li> <li>● Describe and explain why England had a huge debt when Elizabeth 1 became queen in 1558.</li> <li>● Explain what trade is and why it has been important to countries around the world for thousands of years.</li> <li>● Empathise with explorers whose contribution to society has been questioned.</li> </ul>	<ul style="list-style-type: none"> <li>● Show chronologically secure knowledge by:</li> <li>● Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</li> <li>● Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>● Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>● In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</li> </ul> <p><i>Communicate by:</i></p> <ul style="list-style-type: none"> <li>● organisation of relevant historical information using appropriate dates and terms.</li> <li>● Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> <li>● Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>● Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> </ul>
<p><b>Lent 1 History</b></p>	<p><b><u>Exploring Space –</u></b>  <b><u>The history of space exploration and invention</u></b></p> <ul style="list-style-type: none"> <li>● Explain where periods studied fit into a chronological framework by noting connections, trends and contrasts over time in relation to the discoveries of telescopes and satellites.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms..</li> <li>● Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>

	<ul style="list-style-type: none"> <li>● Evaluate a clear narrative within and across periods that notes connections, contrasts and trends over time regarding inventions connected with the exploration of space.</li> <li>● Critique the limitations and benefits of particular inventions and events in society.</li> </ul>	
<p style="text-align: center;"><b>Lent 2 Geography</b></p>	<p><b><u>Rivers and Floods</u></b>  <b><u>What is a river?</u></b>  <b><u>What is the problem in Alleford (Somerset) and how is Nigel helping it?</u></b></p> <ul style="list-style-type: none"> <li>● Identify, describe and explain how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities.</li> <li>● Identify and locate on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom.</li> <li>● Reach a judgement about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>● Follow routes on maps describing what can be seen.</li> <li>● Identify, describe and interpret relief features on OS maps.</li> <li>● Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>● Use six figure coordinates.</li> <li>● Create sketch maps using symbols and a key.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> <li>● Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas</li> <li>● Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul>

		<p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>● Use a wider range of labels and measuring tools on digital maps.</li> <li>●</li> </ul>
<p><b>Pentecost 1 History</b></p>	<p><b><u>The lives of Ancient Grecians</u></b></p> <ul style="list-style-type: none"> <li>● Explain the key events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). of the Ancient Greeks.</li> <li>● Evaluate the impact of Greek democracy on society today.</li> <li>● Empathise with Athenians and Spartans motives, decisions and actions over a period of time.</li> <li>● Apply knowledge of legends to In depth study of Ancient Greek society using appropriate vocabulary when describing the passing of time and historical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>● Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> <li>● Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> <li>● Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
<p><b>Pentecost 2 Geography</b></p>	<p><b><u>Why are mountains so important?</u></b></p> <ul style="list-style-type: none"> <li>● Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements.</li> <li>● Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover using maps, atlases, globes and digital/computer mapping.</li> <li>● Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains and mountainous regions of Greece.</li> <li>● Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east.</li> </ul>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>● Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>● Relate different maps to each other and to aerial photos.</li> <li>● Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>● Identify, describe and interpret relief features on OS maps.</li> <li>● Use six figure coordinates.</li> <li>● Use latitude/longitude in a globe or atlas.</li> </ul> <p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>● Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>● Make predictions and test simple hypotheses about people and places.</li> </ul> <p><u>COMMUNICATION</u></p>

- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.

USE OF ICT

- Use a wider range of labels and measuring tools on digital maps.

## HUMANITIES– YEAR 6 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 History</b>	<p><b><u>Empire, Piracy and Slavery c1700</u></b></p> <ul style="list-style-type: none"> <li>● Make reasoned judgements why piracy, the empire and slavery existed.</li> <li>● Reach informed conclusions why slavery and empire are linked.</li> <li>● Justify how slavery and empire became to be abolished.</li> <li>● Critique changes that have happened as a consequence of slavery.</li> <li>● Empathise with different points of view.</li> </ul> <p>Demonstrate understanding of where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p>	<ul style="list-style-type: none"> <li>● Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>● Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>● Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>
<b>Advent 2 History</b>	<p><b><u>Victorian Childhood</u></b></p> <ul style="list-style-type: none"> <li>● Make reasoned judgements about the lives of Victorian children comparing them with the lives of children today.</li> <li>● Explain how Christmas is celebrated now and during the Victorian era.</li> <li>● Apply learning from story books, presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> <li>● Produce structured work that makes connections, draws contrasts and organises relevant historical information using appropriate dates and terms.</li> <li>● Evaluate the contribution of Dr Barnardo to the lives of children in Victorian London</li> </ul>	<ul style="list-style-type: none"> <li>● Establishing a narrative showing connections and trends within and across periods of study.</li> <li>● Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> <li>● Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>● Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>



<p><b>Lent 1 Geography</b></p>	<p><b><u>How is climate change affecting the world?</u></b></p> <ul style="list-style-type: none"> <li>● Explain in basic terms the main causes of global warming.</li> <li>● Empathise with the circumstances of people in different parts of the world already impacted by climate change and evaluate the ways in which they are adapting to changes in the weather.</li> <li>● Explain why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them.</li> <li>● Explain what countries around the world have agreed to do to combat the causes of climate change and reach a judgement about what they, their families and school might do to contribute.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>● Interpret and use thematic maps.</li> <li>● Relate different maps to each other and to aerial photos.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Interpret data collected and present the information in a variety of ways including charts and graphs</li> </ul> <p><b><u>ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</li> <li>● Make predictions and test simple hypotheses about people and places.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>● Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul> <p><b><u>USE OF ICT</u></b></p> <ul style="list-style-type: none"> <li>● Start to explain satellite imagery.</li> <li>● Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</li> </ul>
<p><b>Lent 2 Geography</b></p>	<p><b><u>How can we live more sustainably?</u></b></p> <ul style="list-style-type: none"> <li>● Explain (using examples) what living sustainably means.</li> <li>● Compare and contrast the United Kingdom’s main imports from and exports to China and reach a judgement about the relative importance of what we choose to buy and sell as a country.</li> </ul>	<p><b><u>MAPPING</u></b></p> <ul style="list-style-type: none"> <li>● Use a scale bar to calculate some distances</li> <li>● Read and compare map scales.</li> </ul> <p><b><u>FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● Interpret data collected and present the information in a variety of ways including charts and graphs</li> </ul> <p><b><u>ENQUIRY</u></b></p>

	<ul style="list-style-type: none"> <li>● Recognise, describe and explain different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school.</li> <li>● Compare and contrast how people in different parts of the world are living more sustainably and helping to conserve their environment.</li> <li>● Evaluate both sides of an argument for ‘green’ and ‘renewable’ energy schemes and make a judgement about the most appropriate way forward looking at the environmental costs.</li> </ul>	<ul style="list-style-type: none"> <li>● Make predictions and test simple hypotheses about people and places.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. a proposed local wind farm.</li> </ul> <p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>● Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li> <li>● Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</li> </ul>
<p><b>Pentecost 1 Geography</b></p>	<p><b><u>Megacities in South America and around the world</u></b> <b><u>Why do so many people live in megacities?</u></b></p> <ul style="list-style-type: none"> <li>● Recognise and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring.</li> <li>● Compare and contrast in basic terms the main features of cities in different countries around the world identifying some similarities and differences.</li> <li>● Consider whether the benefits of living in cities outweigh the disadvantages and explain their views.</li> </ul>	<p><u>MAPPING</u></p> <ul style="list-style-type: none"> <li>● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>● Use maps at more than one scale.</li> <li>● Recognise that larger scale maps cover less area.</li> <li>● Make and use simple route maps.</li> <li>● Recognise patterns on maps and begin to explain what they show.</li> </ul> <p><u>FIELDWORK</u></p> <ul style="list-style-type: none"> <li>● Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> </ul> <p><u>ENQUIRY</u></p> <ul style="list-style-type: none"> <li>● Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes.</li> </ul> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <li>● Identify and describe geographical features, processes (changes), and patterns.</li> </ul>

		<p><u>USE OF ICT</u></p> <ul style="list-style-type: none"> <li>● Use the zoom facility on digital maps to locate places at different scales.</li> <li>● Add a range of text and annotations to digital maps to explain features and places.</li> <li>● Add photos to digital maps.</li> <li>● Draw and follow routes on digital maps.</li> <li>● Make use of geography in the news – online reports &amp; websites</li> </ul>
<p><b>Pentecost 2 History</b></p>	<p><u>Mayans</u></p> <ul style="list-style-type: none"> <li>● Reach informed conclusions about the existence of Mayan civilization.</li> <li>● Hypothesise about the sudden ending of their society looking at the evidence particularly that of Frederick Catherwood (1799-1854).</li> <li>● Critique the religious beliefs and practices of the Maya people and the gods they believed in light of society in the UK.</li> <li>● Evaluate a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>● Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>● Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>● Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> </ul>