

Humanities curriculum overview 2018-19

KS1 History –pupils should be taught (they should know where the people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods) They should use a wide vocabulary of everyday historical terms, ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways we find out about the past and identify different ways in which it is presented):

1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
2. Events beyond living memory that are significant nationally or globally
3. The lives of significant individuals in the past who have contributed to national and international achievements
4. Significant historical events, people and places in their own locality

KS2 History-to continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organization of relevant historical information. To understand our knowledge of the past is constructed for a range of sources. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

1. [Changes in Britain from Stone Age to the Iron Age Year 3 /4 2019/20](#)
2. The Roman Empire and its impact on Britain and 2019/20
3. [Britain's settlement by Anglo-Saxons and Scots Year 3 / 4 2019-20](#)
4. [The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor- Year 3 /4 2019/20](#)
5. A local history study
6. A study of an aspect or theme in British History that extends beyond pupils' chronological knowledge beyond 1066
7. Achievements of the earliest civilisations
8. Ancient Greece
9. A non-European Society

Year 3 / 4 Topics for next year:

Tribal tales (Stone Age to the Iron Age)

Blue Abyss (Seas and Oceans of the world, Environmental Issues, 19th Century Ocean Exploration)

Heroes and Villains

Tremors (Ancient Rome – Pompeii, Volcanoes and Earthquakes)

Traders and Raiders (Anglo-Saxons and Vikings, Settlements in Europe)

Road trip to USA (Native Americans, world maps)

KS1 Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge :

1. name and locate the world's seven continents and five oceans
2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

3. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

4. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to:

5. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
6. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 7 .use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

8.use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3

9.use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

7. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

4. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography - describe and understand key aspects of:

5. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
6. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
8. use the eight points of a compass, four and six-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
9. use 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.

Year and subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 History SMSC Superhero day Local Church Queen's tea party	Animals from the past extinct	Historical heroes and heroines –Florence Nightingale Compare then and now BV-Individual liberty, mutual respect, democracy NC KS1 Hi2	Significant people in history, astronauts, changes in living memory, ordering events in space, space race Yuri Gagarin, Neil Armstrong BV-Mutual respect NC KS1 Hi 2,3	Fossils Compare age of dinosaurs to now Extinction NC KS1 Hi2	Olympics- now and then BV-Rule of law NC Hi KS1 1 and 2	Great Fire of London Royal Family BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS1 Hi 1 and 2
Y1 Geography	Continents and		Planets	Map work of	Carnivals around	The UK- countries

<p>SMSC Odds Farm Local woods</p>	<p>oceans-locating on map Locations of different animals in the world Map making</p> <p>NC KS1 G1,8</p>		<p>Name planets</p>	<p>extinction, animals at risk Look at habitats-find countries on world map, continents, map work</p> <p>BV-Rule of Law</p> <p>NC KS1 G 9</p>	<p>the world Four countries of UK, locate on map, London Landmarks, compass points, compare city to countryside</p> <p>BV- Mutual respect</p> <p>NC KS1 G7, 8</p>	<p>and capital cities Compare the UK to a different country Human and physical features BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS1 G2</p>
<p>Y2 History SMSC Walk in local area Windsor Castle Messy morning</p>	<p>Local area-changes over time</p> <p>BV-mutual respect</p> <p>NC KS1 Hi 1,4</p>	<p>Castles Castle Life Brunel How castles were built to defend compare</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS1 Hi 2</p>	<p>History of Art-significant people</p> <p>Life of Claude Monet Vincent Van Gogh Chronology of artists</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS1 Hi 3</p>			
<p>Y2 Geography SMSC Local area visit from a florist Woburn Safari Park</p>	<p>Field work-physical and human features (build on work in year 1) Identify key places on a map</p>			<p>Plants Locate artists on a world map Investigate plants in Asia, Europe climate,</p>	<p>Coastal features- (human and physical)- refer to seaside trip 2018 Maps(build on learning in year 1)</p>	<p>Location of habitats Similarities and differences of locations Hot/cold countries continents</p>

	Changes in a familiar place NC KS1 G3,5,6			environments Famous gardens, compare to school gardens NC KS1 G5	Coastal features Compare beach in UK to Australia wildlife NC KS1 G5, 6	(build on work in year 1) BV-Individual liberty, mutual respect, democracy. Rule of Law
Year 3 / 4 History SMSC Greek Day Roman Day Rickmansworth canal museum Music visitors – Purcell School of music and Herts music workshops	Ancient Greece Chronology Compare and contrast Artefacts, leaders BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS2 Hi 8	Roman Empire and the impact on Britain Roman money Similarities/differences Ancient Greece BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS2 Hi 2		History of South Oxhey BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS2 Hi 5	History of music- 20 th century BV-Individual liberty, mutual respect, NC KS2 Hi 6	Inventors BV-Individual liberty, mutual respect, NC KS2 Hi 6
Year 3 / 4 Geography SMSC Skype call from Jake Meyer Research in local area Woburn Safari Park	Locate Greece on a world map- compass points	Comparing Britain and Italy (what do we already know from prior learning) BV-Individual liberty, mutual respect, democracy. Rule of Law	Human and physical Geography-using maps-build on from year 2 – world maps and locating mountains UK and the world OS maps	Maps-human and physical features- including South Oxhey	Location of countries- building from year 2	Tbc- linked to whole school trip

		NC KS2 G 4	NC KS2 G 5,6,7	NC KS2 G 7,9	NC KS2 G 1	
<p>Year 5 History SMSC Mobile planetarium Hampton Court Palace Tudor 'Feast' in school Community visitors Time travel day- which term is this</p>		<p>World War 1 Timeline of significant events, causes, significant people</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS2 Hi 6</p>	<p>14th Century England Black death evidence that tells us about the past identify human and physical features Social classes Search engine</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS2 Hi 6</p>	<p>The Tudors Timeline, where Tudors fit into history Famous artist- Holbein</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS2 Hi 6</p>	<p>Local Heritage project-changes in the local community Significant individuals: Gallileo, Newton-build on knowledge from year 4 inventors Space race(planets year 1)</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS2 Hi 5, 6</p>	<p>Time traveller Chronology across history</p> <p>BV-Individual liberty, mutual respect, democracy. Rule of Law</p> <p>NC KS2 Hi 1,2,3,4, 6,7</p>
<p>Year 5 Geography SMSC Local area Residential Visit to allotment</p>	<p>Map reading skills- using coordinates, human and physical features- building from year 4 Climate, biomes, grid references, compass,</p>	<p>Locating physical features</p>	<p>Use maps, atlases to locate where the black death started</p>		<p>Aerial images Identify geographical features</p>	<p>Land use, food origin, geographical skills and fieldwork, map work, climate-build on work from year 4</p>

Work on school garden area Tenerife trip for some children	OS maps and symbols NC KS2 G 4,5,7,8	NC KS2 G 5	NC KS2 G1 ,7		NC KS2 G1 ,4, 6, 7	BV-Mutual Respect NC KS2 G 6,9
Year 6 History SMSC Licolnsfield	History of medicine- Galen-Romans, Ancient Greece BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS2 Hi 6	History of medicine- Plague, William Harvey, Leonardo Da Vinci, Edward Jenner, history of surgery NC KS2 Hi 6	Mary Anning Significant individuals-Charles Darwin BV-Individual liberty, mutual respect, NC KS2 Hi 6	Titanic Scotts Expedition-timeline	Famous Artists-compare	World War 1 and 11 Mayans BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS2 Hi 6, 9
Year 6 Geography SMSC Trip to Tenerife for some Spanish theatre visit Woburn Safari Park			Plotting route of HMS Beagle physical features of Galapagos Islands NC KS2 G 5,7	Geographical skills and fieldwork.- build on year 5 Arctic and Antarctic, natural world, icebergs Scotts expedition, NC KS2 G 4,5	Paris, comparing and locating famous art galleries around the world NC KS2 G 1,7	Animals at risk of extinction/Eco BV-Individual liberty, mutual respect, democracy. Rule of Law NC KS2 G 5,7?

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