

Humanities Curriculum Map 2018-2019

The objectives in this curriculum map have been outlined by the National Curriculum and include additional skill and knowledge based learning objectives grouped by units of work, taken from 'Hamilton Trust', our chosen planning support tool.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Changes within living memory – Toys</p> <ul style="list-style-type: none"> • Understand how toys and books have changed over time. • Understand historical concepts such as continuity and change and chronology. • Understand the respects in which toys and books we use currently are similar to and different from those used by our parents, grandparents and great-grandparents. • Ask and answer historical questions. 	<p>Weather Experts – Seasonal Change</p> <ul style="list-style-type: none"> • Children will identify and discuss seasonal weather patterns and begin to understand the causes of these patterns. • Use globes and maps to identify the equator and find locations in the UK and worldwide. • Identify daily weather patterns in the UK. • Locate the UK on a map. • Find and name the countries in the UK. • Use simple compass directions. Locate London and know it is a capital city. 	<p>Changes within living memory – Transport</p> <ul style="list-style-type: none"> • Understand that transport has changed over time, and is still changing and developing. Begin to develop an understanding of the chronology of transport inventions. • Develop an awareness of the past and use appropriate vocabulary. • Understand some of the ways in which we can obtain information about the past. 	<p>Our School and Local Area</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features and human features. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language, e.g. near and far; left and right, to describe the location of features and routes on a map. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>We are Britain – Four Nations</p> <ul style="list-style-type: none"> • Name, locate + identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. • Use basic geographical vocabulary to refer to key physical and key human features. • Use world maps, atlases and globes to identify the UK and its countries. • 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 	<p>Famous for more than Five Minutes – Explorers</p> <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of life, identifying similarities and differences between different periods. • Use simple fieldwork and observational skills to study the geography of their school and its grounds. • Name and locate the world's seven continents and five oceans. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

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Y2	<p>Changes within living memory – Keeping in Touch</p> <ul style="list-style-type: none"> • Understand that one of the changes within living memory that we can appreciate are the major changes in ways of communicating with one another. • Develop an understanding of the chronology of communication methods, including letters, telephones and telegrams/emails. • Develop an awareness of the past and use appropriate vocabulary. • Identify ways in which the past is represented. 	<p>Weather Experts – Climates around the World</p> <ul style="list-style-type: none"> • Research world locational knowledge and use geographical language (poles, equator, continent, ocean and the 5 key climate zones). 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Be taught about events beyond living memory that are significant nationally. • Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>We are Britain – Mountains and Major Hills, Rivers and Canals</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK its surrounding seas. • Use basic geographical vocabulary to refer to key physical features and key human features. • Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<p>Famous for more than Five Minutes – Inventors</p> <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Oceans and Seas</p> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, globes and aerial photographs. • Name and locate the world's 7 continents and 5 oceans. • Use basic geographical vocabulary to refer to key physical features, including 'sea', 'ocean' and 'weather'. • 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.
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Y3	<p>Mountains, Rivers and Coasts – The Journey of a River, Rivers for People</p> <ul style="list-style-type: none"> • Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. • Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. • Use atlases, globes and digital/computer mapping to locate countries and describe features. • Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. • Describe and understand key aspects of human geography including, settlement, land use and the distribution of water. • Describe and understand key aspects of: physical geography including rivers and vegetation belts. • Describe and understand key aspects of human and physical geography including land use and rivers. 	<p>The Ages – Stone Age, Bronze Age, Iron Age</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>Mountains, Rivers and Coasts – Mountains what are they? Living in the Mountains</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including mountains and volcanoes. • Locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. • Understand geographical similarities and differences through the study of physical geography of a region in Europe and a region within North or South America. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. • Name and locate the world's 7 continents 	<p>The Ages – Stone Age, Bronze Age, Iron Age - Tools, Technology and Inventions</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>Mountains, Rivers and Coasts – Where the land meets the sea</p> <ul style="list-style-type: none"> • To describe and understand key aspects of physical geography, including coasts, cliffs and beaches. • To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • To 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. 	<p>The Ages – Stone Age, Bronze Age, Iron Age - Homes and Everyday Life</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of Britain history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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Y4	<p>The Roman Invasion</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. • Understand how our knowledge of the past is constructed from a range of sources. • Devise historically valid questions about change, cause, similarity and difference and significance. • Develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came). • Begin to learn about Iron Age culture. 	<p>Rainforest - Layers of the Rainforest</p> <ul style="list-style-type: none"> • To locate vegetation belts around the world. • To identify the position and significance of latitude, longitude, Equator. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To locate vegetation belts around the world. • Locate the world's countries concentrating on their environmental regions, key physical characteristics. 	<p>Boudicca's Rebellion</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Learn about the Roman Empire and its impact/Romanisation of Britain. • Begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history. • Understand that our knowledge of the past is constructed from a range of sources. • Understand the importance of Roman busts as historical evidence and their cultural and artistic significance. 	<p>Rainforest - Living in the Rainforest</p> <ul style="list-style-type: none"> • Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food. • Understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. 	<p>Roman buildings and Engineering</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Learn about the Roman Empire and its impact on Britain. • Develop use of geographical knowledge, understanding and skills to enhance locational and place knowledge. • Name and locate counties and cities of the UK. 	<p>Rainforest - Saving the Rainforest</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest. • Explore the effect humans can have on their environment. • Understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest. • Explore the effect humans can have on their environment.

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Y5	<p>Comparing People and Places – Local Area</p> <ul style="list-style-type: none"> 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. Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country and a region within North or South America. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including 	<p>The Benin Kingdom (introduction and timeline).</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin. 	<p>Comparing People and Places – Peruvian Andes</p> <ul style="list-style-type: none"> Locate the Peruvian Andes within South America, using maps, concentrating on its environmental regions, key physical and human characteristics and major cities. Understand geographical similarities and differences through the study of Peruvian Andes. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand 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. 	<p>Benin - Everyday life and Rulers.</p> <ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources. Undertake an in-depth study of a non-European society that provides contrasts with British history – (the Benin civilisation). 	<p>Comparing People and Places – The Alps</p> <ul style="list-style-type: none"> 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. Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country. And a region within North or South America. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including 	<p>The End of Benin</p> <ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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	energy, food, minerals and water.				energy, food, minerals and water. Select from and use a wider range of tools and	
Y6	<p>The Battle of Britain</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain). Locate the world's countries, using maps to focus on Europe. Name and locate some counties and cities of the United Kingdom. 	<p>Earth Matters – The water cycle and coasts</p> <ul style="list-style-type: none"> Form an understanding of the water cycle, creating simple models of it. Explore and discuss coastal features and processes and the impacts of coastal erosion. Describe and understand key aspects of physical geography, including rivers and the water cycle. 	<p>Home Front</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Churchill/key moments in WW2. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (WW2). To understand how our knowledge of the past is constructed from a range of sources. 	<p>Earth Matters – Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including volcanoes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of physical geography including earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>VE Day – the end of the war in Britain</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain). 	<p>Earth Matters – Climate Zones and Biomes</p> <ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.