

Subject Cultural Capital: History - To make links to previous learning. Geography - To be able to use a compass correctly.

SEND: Please refer to Pupil's Individual Support plan targets.

Afl Strategies: peer review/assess, self-assess each lesson with traffic light, thumbs up/down, targets questions linked to key vocab/skills, targeted questioning, challenge questions in response to marking.

Long Term Memory Development Strategies: Before teaching this unit refer back to the topic page at the start of each. Feedback to marking at the start of the session- ask children to recap on what they did last week. Talk about the topics that they have done before (in previous years) wherever appropriate.

Maths and English Development: key words and phrases highlighted where appropriate. Spellings corrected linked to key vocabulary. Expectations of presentation and standard of writing. Ensure pupil's Maths skills are developed where appropriate (e.g. chronological knowledge.)

SUBJECT: Humanities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Continuous provision	Through continuous provision children in Reception will: Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. Draw information from a simple map. Understand that some places are special to members of the community Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments are different from the one in which they live.			Continuous provision areas and activities that support learning and skill development that relate to humanities are: Home corner – photographs of the past Topic tables – photographs of things from the past that relate to topic Book corner – traditional tales, stories about key figures, stories set in other places, Forest school Termly walks around the park and to local area.		
Reception Enhanced provision	Theme 1 – All about me Comparing ourselves with our parents who also came to St James' Where do I live? Maps to school	Theme 2 - Around the World Flags around the world. Traditional dress around the world. People around the world Meet new friends from around the world. Who do we know around the world? Seasons/Weather Map our friends & relations. Animals in different places. Environments in other places – poles, deserts, jungle, city. Two English books: <ul style="list-style-type: none"> <li>• Anna Hibiscus (Warm)</li> <li>• Emperor Egg (Ice)</li> </ul> Diwali (India)	Theme 3 - Fantasy	Theme 4 – Plant a little seed Farming in the olden days – working by hand vs machines.	Theme 5 – All creatures great and small	Theme 6 - Journeys Maps of classroom Maps of islands Maps of stories Journey through Reception year.
Year 1	HISTORY Changes within living memory (toys, clothes, inventions, communication) Content <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Looking at changes in national life</li> <li>• Events beyond living memory (the first aeroplane flight)</li> </ul> Skills <ul style="list-style-type: none"> <li>• Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day.</li> <li>• How people's lives have shaped this nation</li> <li>• How Britain has influenced and been influenced by the wider world.</li> </ul>		GEOGRAPHY Where in the world is UK? With a focus on Mexico Content <ul style="list-style-type: none"> <li>• Introduce the world's seven continents</li> <li>• Name, locate and identify the four countries and capital cities of the UK</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and Mexico.</li> <li>• Identify seasonal and daily weather patterns of hot and cold areas of the world.</li> </ul>		GEOGRAPHY Seaside With a focus on Australia Content <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents</li> <li>• Name, locate and identify the four countries and capital cities of the UK</li> <li>• Identify seasonal and daily weather patterns in the UK</li> <li>• Use basic geographical vocabulary to refer to: Key physical features: beach, coast, sea, ocean, season and weather.</li> </ul> Skills <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes</li> </ul>	

	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Wide vocabulary of everyday historical terms</li> <li>Understand how to find out about the past</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>use locational and directional language (near and far, left and right)</li> </ul>	<ul style="list-style-type: none"> <li>use locational and directional language (near and far, left and right)</li> <li>make a simple map using keys</li> </ul>	
Key Vocabulary	Living memory, Chronological, old, new, past, present, inventions, communication	Equator, atlas, globe, north, south, hemisphere, country, continent, similar, different, thunderstorm	Seasonal change, autumn, spring, summer, winter, beach, coast, sea, ocean, season and weather.	
Year 2	<b>HISTORY</b> Explorers – how were Christopher Columbus and Neil Armstrong alike? <b>Content</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant globally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Comparing aspects of life in different periods (Christopher Columbus and Neil Armstrong)</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Using common words relating to the passing of time</li> <li>Identify similarities and differences between ways of life in different periods</li> <li>Wide vocabulary of everyday historical terms</li> <li>Ask and answer questions</li> <li>Understand how to find out about the past</li> </ul>	<b>GEOGRAPHY</b> Where in the World is the UK? <b>Content</b> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> <li>Name, locate and identify the four countries and capital cities of the UK and its surrounding seas</li> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Use basic geographical vocabulary to refer to: Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>aerial photographs</li> <li>make a simple map using keys</li> <li>studying geography of school and its surrounding environment</li> <li>use of world maps, atlases, globes</li> <li>use simple compass directions</li> <li>use locational and directional language (near and far, left and right)</li> </ul>	<b>HISTORY</b> The Great Fire of London (1666) <b>Content</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally.</li> <li>Significant historical events, people and places in their own locality.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day.</li> <li>How people’s lives have shaped this nation</li> <li>Similarities and differences between ways of life in different periods</li> <li>Use parts of stories and other sources to show that they know and understand key features of events</li> </ul>	
Key Vocabulary	Explorers, Voyage, Chronological, Similarity and differences, historic, significant, exploring, mission, Antarctic, mission, navigate	Equator, north, south, hemisphere, country, continent, similar, different, sea, ocean, mountain, city, town, village, factory, farm, house, office, port, harbour and shop.	Primary and secondary sources, chronological, periods, diary, letter, escaping, burning, cart, Pudding, smoke, the Monument, bakers, refuge	
Year 3	<b>HISTORY</b> Changes in Britain from the Stone Age to the Iron Age (1000BC) <b>Content</b> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>To have chronologically secure knowledge</li> <li>To be able to organise relevant historical information</li> <li>To ask questions about similarities and differences</li> <li>To understand how our knowledge is constructed from a range of sources</li> </ul>	<b>GEOGRAPHY</b> Mountains, volcanoes and earthquakes <b>Content</b> <ul style="list-style-type: none"> <li>Name and locate countries and cities in the UK</li> <li>Locate world countries in Europe</li> <li>Understand how aspects have changed over time</li> <li>Key topographical features (including hills and mountains)</li> <li>Land-use patterns</li> <li>Describe and understand: mountains, volcanoes and earthquakes</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Using maps and digital/computer mapping to focus on Europe (especially the UK) to locate areas in the UK</li> <li>Use Ordnance Survey maps</li> </ul>	<b>GEOGRAPHY</b> Where in the world is Europe and Russia? <b>Content</b> <ul style="list-style-type: none"> <li>Locate world countries in Europe including Russia</li> <li>Looking at Russia’s environmental regions</li> <li>Looking at Russia’s key physical and human characteristics</li> <li>Major cities in Russia</li> <li>Understand geographical similarities and differences of the UK and Russia</li> </ul>	<b>HISTORY</b> Ancient Greeks (12 <sup>th</sup> -9 <sup>th</sup> century BC) <b>Content</b> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066.</li> <li>A study of Greek life and achievements and their influence on the western world</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>To have chronologically secure knowledge</li> <li>To ask questions about similarities and</li> </ul>

			<b>Skills</b> <ul style="list-style-type: none"> <li>Using maps, atlases and globes to focus on Europe (including Russia)</li> <li>Use four points of a compass</li> <li>Use four figure grid reference</li> <li>Use symbols</li> <li>Use keys</li> </ul>	<b>differences</b> <ul style="list-style-type: none"> <li>To understand how our knowledge is constructed from a range of sources</li> </ul>
Key Vocabulary	Flint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source, Skara Brae, prehistoric, dwelling, inhabited, clumps, magnitude, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock, earthwork, ditch, antler, flint, pit, religious, ceremony, bluestones, corridor, upright, horizontally, outer, vertical, derived, horseshoe, sacrifice, Druid, construction, pulleys, align, chronological, roundhouses, rectangular, turf, Celts, hillforts, clairvoyant.	Aftershock, alpine, ash cloud, avalanche, crater, disaster, eruption, fold mountains, migrant, refugee, mantle, magma, massif, peak	Europe, map, continent, population, north, south, east, west	Doric, ionic, Corinthian, Persian, greaves, Chronological, sources, primary, secondary, hoplite, democracy, Cyrillic, artefacts names e.g. shield/greaves/weights/ horses' bit. Greek work stems- ology, phon, tech, phobia, geo etc
Year 4	<b>HISTORY</b> Ancient Egypt (3150 BC to 30 BC) The achievements of the earliest civilizations <b>Content</b> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>To have chronologically secure knowledge</li> <li>To be able to organise relevant historical information</li> <li>To understand how our knowledge is constructed from a range of sources</li> <li>To recognise connections, contrasts and trends over time</li> <li>To ask historically valid questions about change, cause, similarity and difference</li> </ul>	<b>GEOGRAPHY</b> Where in the world is Asia? Focus country India <b>Content</b> <ul style="list-style-type: none"> <li>Locate world countries in Europe</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> <li>Looking at India environmental regions</li> <li>Looking at India key physical and human characteristics</li> <li>Major cities in India</li> <li>Describe and understand types of settlement and land use</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Using maps, atlases and globes to focus on Europe (including India)</li> <li>Use four points of a compass</li> <li>Use four figure grid reference</li> <li>Use symbols</li> <li>Use keys</li> </ul>	<b>HISTORY</b> The Roman Empire and its impact on Britain (27BC – AD 286) Britain's settlement by Anglo Saxons and Scots. Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (AD410 to AD1066) <b>Content</b> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>To have chronologically secure knowledge</li> <li>To ask questions about similarities and differences</li> <li>To understand how our knowledge is constructed from a range of sources</li> <li>To ask historically valid questions about change, cause, similarity and difference</li> </ul>	
Key Vocabulary	Mayans, Egyptian, ancient, BC, AD, civilizations, archaeologists, Pharaoh, pyramids, Tutankhamun, mummification, afterlife, hieroglyphics	Compass, latitude and longitude, grid reference, key, human and physical features	Celts, mosaics, villas, chronological, aqueducts, Hadrian's wall, Vikings, angles, jutes, saxons	
Year 5	<b>HISTORY</b> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 <b>Content</b> <ul style="list-style-type: none"> <li>To learn how this society contrasts with British history</li> <li>Life in the Mayan civilization</li> <li>The religious beliefs of the Maya people</li> </ul>	<b>GEOGRAPHY</b> Where in the world is South America? Focus country Brazil <b>Content</b> <ul style="list-style-type: none"> <li>Locate world countries</li> <li>Looking at Brazil's environmental regions</li> <li>Looking at Brazil's key physical and human characteristics</li> <li>Major cities in Brazil</li> <li>Understand geographical similarities and differences of the UK and Brazil</li> </ul>	<b>GEOGRAPHY</b> Rivers and the Water Cycle <b>Content</b> <ul style="list-style-type: none"> <li>Key topographical features (including coasts and rivers)</li> <li>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 (day and night)</li> <li>Describe and understand: rivers and the water cycle.</li> </ul>	

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To have chronologically secure knowledge</li> <li>To be able to organise relevant historical information</li> <li>To understand how our knowledge is constructed from a range of sources</li> <li>To recognise connections and contrasts over time</li> <li>To ask historically valid questions about change, cause, similarity and difference</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Using maps, atlases, globes and digital/computer mapping to focus on Europe (including Brazil)</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use eight points of a compass</li> <li>Use six figure grid reference</li> <li>Use symbols</li> <li>Use keys</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area</li> </ul>
Key Vocabulary	Mayans, empire, hieroglyph, hierarchy, society, calendar, pyramid, civilisation, Archaeological, Chichen Itza, Uinal, ahau, Itzamna, maize	Northern/southern hemisphere, longitude, latitude continent, climate, physical geography, human geography, equator.	Estuary altitude, river bank, water cycle, flood prevention, hydro-electric power, irrigation, river basin, precipitation, power station renewable energy, solar power, suburb, sustainable development, tidal power, warehouse, wind farm, wind power, wind turbine
Year 6	<p>HISTORY World War II (1939 to 1945) (A local history study)</p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To have chronologically secure knowledge</li> <li>To be able to organise relevant historical information</li> <li>To recognise connections, contrasts and trends over time</li> </ul>	<p>GEOGRAPHY Where in the world is Africa? Focus countries: Nigeria, Morocco, Central Africa, Tanzania, South Africa</p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Looking at Nigeria, Morocco, Central Africa, Tanzania, South Africa environmental regions</li> <li>Looking at Nigeria, Morocco, Central Africa, Tanzania, South Africa key physical and human characteristics</li> <li>Major cities in Nigeria, Morocco, Central Africa, Tanzania, South Africa</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Using maps, atlases and globes</li> <li>Using plans, graphs and digital technologies</li> <li>Use eight points of a compass</li> </ul>	<p>GEOGRAPHY Local area</p> <ul style="list-style-type: none"> <li>Locate world countries in Europe</li> <li>Describe and understand climate zones, biomes, vegetation belts, economic activity including trade links.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Using maps, atlases and globes to focus on Europe (including UK)</li> <li>Use eight points of a compass</li> <li>Use six figure grid reference</li> <li>Use symbols</li> <li>Use keys</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area</li> <li>Using sketch maps, plans and graphs and digital technologies</li> </ul>
Key Vocabulary	Allies, axis, treaty, political, outbreak, occupied, Blitz, air raid, barrage balloon, evacuee, blackout, Anderson/Morrison shelter, rationing, billeting, propaganda, anti-Semitism, concentration camp, Battle of Britain	Political, physical, equator, tropics, United Nations, satellite, climate, landscape, mountains, volcanoes, deserts, geographical features, elevation, basin, fertile, hemispheres, infrastructure, coastal plains, savannah, highlands, conservation, apartheid, biome, topography	Aerial view, built environment, developer, economy