



Whole School Curriculum Progression: Humanities

Thinking as an Historian: Chronology; Knowledge; Interpretation; Enquiry; Organise & Communicate

Thinking as a Geographer: Location Knowledge; Place Knowledge; Human and Physical Processes; Skills & Fieldwork

Y3 Autumn	Y3 Spring	Y3 Summer
<p>Features of the UK (physical & human)</p> <ul style="list-style-type: none"> • Know how to use an atlas and maps to find information about places and features • Use some geographical terms to describe places and features • Know the name and location of UK countries and capital cities • Find the name and location of major UK cities, counties, major rivers and seas • Find the name and location of major high and low ground in the UK • Describe how some physical features of the UK have changed over time; suggest reasons for this • Describe how land is used for different purposes in the UK (land patterns) • Suggest reasons why settlements are located in a particular place • Suggest reason why settlements change over time • CCE - Create a simple sketch map of the local area, including symbols and simple compass directions, to show change over time 	<p>Stone Age Britain</p> <ul style="list-style-type: none"> • Know where the Stone Age era was in the Earth's history and in relation to other historical periods studied (KS1 topics) • Use some historical terms and phrases relating to the era and to historical study • Suggest questions that can be used to research information about the period • Choose sources to find information about how people developed during this period: tools, weapons, housing, living together (hunting & gathering), travel etc • Find some similarities and differences between the Neolithic, Palaeolithic and Mesolithic periods of the Stone Age, • Describe how dwellings developed during the Stone Age period • Understand the significance of Stonehenge and Skara Brae • Describe the relationship between animals and people living in the Stone Age • CCE – An interview with a Stone-Age person (group drama to illustrate continuity and change) 	<p>Roman Britain</p> <ul style="list-style-type: none"> • Know when the era of Roman Britain was in relation to now and other historical periods studied (Stone Age Britain and KS1 topics) • Use some historical terms and phrases relating to the era and to historical study • Recognise the usefulness of different information sources (text, maps, pictures, artefacts etc) • Know that the Roman Empire spread from Italy and give some reasons for this • Know that there were multiple Roman invasions of Britain and suggest why Julius Caesar's invasion was successful • Describe some of the effects of Caesar's invasion • Describe the Celtic way of life before the Roman invasion • Find reasons why Boudicca and the Celts revolted; explore different points of view • Suggest some reasons for the construction of Hadrian's Wall • Research artefacts used during the era • Describe the Roman legacy in Britain • CCE – Debate and referendum about Romans ruling Britain

Respect

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Y4 Autumn	Y4 Spring	Y4 Summer
<p>The Ancient Egyptians</p> <ul style="list-style-type: none"> • Locate the Ancient Egyptian period on a timeline and describe the location of some other periods (Stone Age, Roman Britain, KS1 topics) • Use historical terms and phrases relating to the era and to historical study • Suggest questions and select a number of sources to find answers • Recognise that some sources are more useful than others • Describe the location of Egypt and understand the importance of the River Nile • Know what it was like to live in Ancient Egypt (settlement, beliefs, rituals) • Investigate the significance of the afterlife for Ancient Egyptians • Use artefacts and hieroglyphics as a source of information; discuss the usefulness of sources used • Understand why the Ancient Egyptian era came to an end • CCE – Design a tomb interior to celebrate the life of a Pharaoh / shoe box tomb 	<p>The Anglo Saxons</p> <ul style="list-style-type: none"> • Site the Anglo-Saxon period on a timeline and describe the location of other periods (Stone Age, Ancient Egypt and Roman Britain) • Use historical terms and phrases relating to the era and to historical study • Select different sources of information to find the answers to questions; recognise that some sources are more useful than others • Find out where the Anglo-Saxons came from and why they came to settle in Britain (cause & effect) • Suggest what it might have been like to live in Anglo-Saxon England (settlement, beliefs, rituals) • Suggest some reasons why versions of the past differ • Identify important changes that took place during the period • Describe the Anglo-Saxon legacy in Britain • CCE - Presentation to share the history and development of an Anglo-Saxon settlement 	<p>Settlement</p> <ul style="list-style-type: none"> • Explain why selected settlements originated in particular locations (physical and human features) • Use maps to identify settlements built by settlers • Use sources to investigate how settlements have changed over time and give reasons for this • Compare and contrast land use in different settlements • Use maps to identify transport links between settlements • Create a map of a settlement including a key and compass directions (8 points) • CCE - compare and contrast and map of England and Wales to modern day (travel guide) <p>Rivers</p> <ul style="list-style-type: none"> • Identify and describe key physical features of a river system • Describe how erosion and deposition forms different river features (waterfall, meander, beach and oxbow lake) • Explore different ways rivers are used in the upper, middle and lower course • Observe and measure a physical feature in a local stream • CCE – Create a river system model to show how erosion and deposition forms physical features

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Y5 Autumn	Y5 Spring	Y5 Summer
<p>North America: NASA</p> <ul style="list-style-type: none"> • Know what NASA is and the various kinds of work NASA undertakes • Use atlases and digital media to locate several important NASA sites in the USA • Understand that different sites serve different functions • Explain the key geographical reasons for a NASA site location • Explain what a NASA site provides for the local area • Research the range of different jobs available at NASA • Research what it entails to train and work as an astronaut, including working as a global community (eg ISS) • Understand how the work of NASA furthers our understanding of life on Earth and in space • CCE – Write an application for the NASA Junior Space Programme 	<p>The Victorians</p> <ul style="list-style-type: none"> • Site the Victorian period on a timeline and describe the location of other periods (KS1 topics, Stone Age, Ancient Egypt, Roman Britain, Anglo-Saxons) • Use a range of historical terms and phrases relating to the era and to historical study • Suggest questions / lines of enquiry that would help historians find out more about the period • Select sources critically, identifying uses and limitation • Explain the historical significance of some of the figures of the era • Explain how evidence can lead to different opinions about the past • Compare and contrast the rich and poor child in Victorian times, including toys • Understand the social and cultural diversity in Britain during the Victorian era • Identify cause and effect in events and changes of the period • Identify change and continuity within and since the period (conditions for the poor) • Understand the importance of democracy and Parliament in bringing about positive change • CCE – Investigate how changes in the Victorian period affect our lives today <p>Europe</p> <ul style="list-style-type: none"> • Recognize the borders of Europe; know the names of key European countries, capital cities and flags • Use an atlas and digital media to compare and contrast countries (population, area...); to identify physical features (rivers, mountain ranges, low and high ground etc); to explain the location of settlements • Research significant human landmarks and what they bring to the area • Compare and contrast different climates within regions of Europe; find reasons for climate differences • Understand how cultural aspects (eg religion, language, the Arts and cuisine) can shape a country's identity • CCE – Travel report drama / presentation to share understanding of different regions of Europe 	<p>The Ancient Greeks</p> <ul style="list-style-type: none"> • Site the period on a timeline and describe the location of other periods (KS1 topics, Stone Age, Ancient Egypt, Roman Britain, Anglo-Saxons, The Victorians) • Use a wider range of historical terms and phrases relating to the era and to historical study • Use sources to identify mainland Greece, islands, cities /states and key physical features of the country (topography and climate); explain how the physical geography has shaped Greece's history (crops, trade, transport etc) • Use a range of sources, including artefacts, to research Ancient Greek Gods / Goddesses and mythology; explain how beliefs shaped the lives of Ancient Greeks • Find ways to check the accuracy of information and distinguish between fact, myth and legend (Trojan War, myths and legends) • Use a range of sources to research a significant figure (Alexander the Great, Aristotle, Archimedes, Homer, Hippocrates...); describe how different evidence can lead to different opinions • Identify key features of Greek theatre and explain why they are still effective and relevant today • Understand different political systems within Ancient Greece (Sparta & Athens) and investigate the roots of democracy • Investigate the legacy of ancient Greece • CCE – Project to investigate the legacy of Ancient Greece

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Y6 Autumn	Y6 Spring	Y6 Summer
<p>The Mayans</p> <ul style="list-style-type: none"> • Site the period on a timeline and describe the location of other periods (KS1 topics, Stone Age, Ancient Egypt, Ancient Greece, Roman Britain, Anglo-Saxons, The Victorians); compare and contrast the Mayan timeline with that of Britain • Use a wide range of historical terms and phrases relating to the era and to historical study • Use a range of sources to compare and contrast Mayan settlements with modern day settlements in the locality • Understand social hierarchy of the Mayans and the importance of social structure; compare and contrast this to modern society in the UK • Use a range of sources to investigate Mayan daily life: jobs, food, dwellings • Investigate the Mayan writing and number system; create simple words and numbers using the Mayan system • Explain how religion was significant in shaping Mayan society; compare and contrast with modern societies (change and continuity) • Use a range of sources to investigate the Spanish conquests; understand how the Mayans were affected and that history can be interpreted in different ways (purpose, bias, interpretation etc) • CCE – Create a piece of drama that explores reasons for the fall of the Mayan culture 	<p>WWI</p> <ul style="list-style-type: none"> • Site the period on a timeline and describe the location of other periods (KS1 topics, Stone Age, Ancient Egypt, Ancient Greece, Roman Britain, Mayans, Anglo-Saxons, The Victorians); order the main events leading up to and during WW1 on a time line • Use a wide range of historical terms and phrases relating to the era and to historical study • Use a range of sources to identify the main causes of WWI; understand that some sources of information are more useful than others and that there are different opinions about the past • Find reasons to explain why different countries joined together (triple alliance / entente or triple axis) • Explore different viewpoints about going to war (political, personal, religious, moral...) • Understand that sources have a purpose and audience; analyse propaganda posters and create a piece of propaganda • Use a range of sources to research life at the front line; explain why WWI was so significant and how it has affected the modern world • Research how WWI impacted the local area and families • CCE – Celebrate the role of women in WW1 and show how this led to ongoing change in attitudes 	<p>Climate, Zones & Biomes</p> <ul style="list-style-type: none"> • Understand the use of zones, lines of longitude and latitude • Know the main lines of longitude and latitude and their significance • Explain the use of time zones in relation to the rotation of the Earth; be able to locate different time zones • Investigate different climate zones and describe their characteristics • Use atlases and digital mapping to locate different climate zones • Use a range of sources to compare and contrast settlements in different climate zones • Understand what is meant by a biome • Describe the characteristics of different biomes in contrasting places around the globe • Investigate how different organisms are suited to different biomes • Demonstrate understanding of biomes and adaption through creation of a successful organism • CCE – Create a living things that would be successful in a given biome

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Geography	LKS2	UKS2
Locational Knowledge	<ul style="list-style-type: none"> Use maps, atlases & globes to locate places, environmental regions and key geographical characteristics: physical (topography, rivers, coastlines and seas) and human (settlements and communications) Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate 	<ul style="list-style-type: none"> Use a range of sources, including digital mapping, to name and locate counties & cities (UK), continents and countries (worldwide); physical features, and land-use patterns; identify change over time Identify the position and significance of latitude, longitude, Equator, tropics, Northern Hemisphere, Southern Hemisphere, Prime / Greenwich Meridian and use longitude and latitude to find locations on a map (time zones)
Place Knowledge	<ul style="list-style-type: none"> Identify similarities and differences between settlements and suggest reasons why settlements change over time Explore similarities and differences between settlements in different locations within the UK 	<ul style="list-style-type: none"> Understand similarities and differences between settlements and explain why settlements change over time (human and physical) Explore similarities and differences between settlements in the UK, Europe and North America
Human and Physical Processes	<ul style="list-style-type: none"> Know key aspects of physical geography, including erosion, deposition, Describe and understand key aspects of human geography, including types of settlement and land use Use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle Describe and understand key aspects of 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 Use key vocabulary to demonstrate knowledge and understanding in this strand
Geographical Skills & Fieldwork	<ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 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 UK and the wider world Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies which are chosen independently

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History	LKS2	UKS2
Chronology	<ul style="list-style-type: none"> Place the time studied on a timeline, compare where this fits into topics previously studied Use terms related to the period and begin to date events Understand more historical terms e.g. BC/AD/Century 	<ul style="list-style-type: none"> Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Use relevant terms, periods and dates
Historical Knowledge	<ul style="list-style-type: none"> Find out about the every- day life of the people in the time studied Compare with our life today Look for cause, effect, change and continuity within the time studied Offer a reasonable explanation for some events or changes 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Explain events and changes, using supporting evidence Compare life, behaviour or beliefs with another time studied
Interpretation	<ul style="list-style-type: none"> Understand that people think differently about events; suggest reasons for this Understand some of the uses and limitations of evidence Note connections and cause and effect in historical periods studied 	<ul style="list-style-type: none"> Recognise causal factors and how evidence can lead to conclusions Be aware that different evidence may lead to different conclusions Understand that sources may be written for a specific purpose Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
Enquiry	<ul style="list-style-type: none"> Suggest questions that will help to gather information Use skills to find information within texts (skim, scan etc) Choose relevant material to present a picture of an aspect in the past 	<ul style="list-style-type: none"> Answer and devise own historically valid questions about change, cause, similarity, difference and significance Use a range of sources to research (books, sources, internet)
Organisation & Communication	<ul style="list-style-type: none"> Communicate understanding through different media such as, discussion, drawing, drama, role-play, making models, writing and ICT Begin to select and organise relevant historical information Use historical terms to talk about the passing of time 	<ul style="list-style-type: none"> Communicate understanding through an appropriate method such as, discussion, drawing, drama and role play, making models, writing and ICT Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information Use historically accurate terms to talk about the passing of time

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