



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

## ST JOSEPH'S CURRICULUM – HUMANITIES - GEOGRAPHY

INTENT	IMPLEMENTATION	IMPACT
<p>At St Joseph's Primary School, Geography has a clear learning journey across the whole school. Pupils will learn about their local environment, community as well as the wider world.</p> <p>Geography is taught through topics that are inspiring and aim to develop children's natural curiosity. We want our children to develop skills in recognising, describing, explaining, comparing and evaluating human and physical geographical elements with a high level of technical vocabulary being accurately used and applied.</p> <p>We aim to produce independent and evaluative thinkers who have empathy for how others live to develop an awareness, respect and curiosity for different cultures and societies and the physical world around them. Children should have the opportunity to ask questions, make links, allowing them to make sense of the world around them. They will have opportunities to work collaboratively through the use of field work, trips and other experiences.</p>	<p>The Geography curriculum is taught through a geographical enquiry approach including many cross-curricular links. The children will attempt to answer an overarching enquiry question through a combination of approaches starting with a hook to inspire the children. This will enable links to be developed that support the children's own developing, local, national and global knowledge.</p> <p>This approach encourages the children to become more independent learners, taking responsibility for their own learning. The children are encouraged to ask questions and develop their own lines of enquiry, using research skills to facilitate this.</p> <p>We follow a skills progression in order to ensure curriculum coverage and in order to develop the children's key geographical skills and understanding throughout the school. High quality, up-to-date resources are used to support learning including globes, maps, photographs and atlases – as well as IT resources such as Google Earth in order to also develop children's digital literacy.</p> <p>Children work towards completing a quality outcome at the end of the learning journey to demonstrate their learning. This approach encourages collaborative learning and develops communication skills and resilience.</p>	<p>Express a love for the world, environment and people who share God's planet.</p> <p>Learn about how people interact with their environment, no matter where they are in the world by applying skills.</p> <p>Grow an intellectual and realistic awareness of people and places, gaining a view of the world around us and how it is changing.</p>

# ST JOSEPH'S CURRICULUM – HUMANITIES - HISTORY

INTENT	IMPLEMENTATION	IMPACT
<p>At St Joseph's Primary School, our ambitious History curriculum will help <b>all</b> pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>It will inspire pupils' curiosity to know more about the past and equip them with skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Our History curriculum will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>History has a clear learning journey across the whole school. Our pupils learn about the history of their local environment, community and the wider world.</p> <p>From starting points suitable for all, the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.</p> <p>Skills, knowledge and understanding in history progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.</p> <p>A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts.</p>	<p>The impact of our History education is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary.</p> <p>It is evidenced in exercise and floor books by the use and outcomes of the varied activities and tasks. The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact.</p> <p>In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts.</p> <p>Pupils understand and can clarify to others what history is and the importance and value of studying the subject.</p>

## HUMANITIES - CURRICULUM OVERVIEW

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<b>EYFS Main Topic</b>	Let's explore	Marvellous machines	Long ago	Ready Steady Grow	Animal Safari	On the Beach
<b>Year 1</b>	<b>Geography: People and their communities</b>	<b>History: Great Inventions</b>	<b>History: My Family</b>	<b>Geography: Our local area</b>	<b>History: The Greatest Explorer</b>	<b>Geography: Animals and Habitats</b>
<b>Year 2</b>	<b>Geography: Journeys - Food</b>	<b>History: Bonfire Night/ Great Fire of London</b>	<b>Geography: Seasons</b>	<b>History: Holidays</b>	<b>History: Our Local Heroes</b>	<b>Geography: Our Wonderful World</b>
<b>Year 3</b>	<b>History: The Stone Age</b>	<b>Geography: Coasts</b>	<b>History: The Bronze Age and Iron Age -</b>	<b>Geography: Climate and Weather</b>	<b>Geography: Our World</b>	<b>History: Local History</b>
<b>Year 4</b>	<b>Geography: Rivers and Water Cycle</b>	<b>History: Egyptians</b>	<b>History: Roman Britain</b>	<b>Geography: The Americas</b>	<b>History: Crime and Punishment</b>	<b>Geography: Earthquakes and Volcanoes</b>
<b>Year 5</b>	<b>Geography: Local Environment</b>	<b>History: Vikings</b>	<b>History: Anglo-Saxons</b>	<b>Geography: Europe- The Alps</b>	<b>History: Journeys- why do people go on journeys?</b>	<b>Geography: Journeys- Trade</b>
<b>Year 6</b>	<b>History: Ancient Greece</b>	<b>Geography: South America- the Amazon</b>	<b>History: Impact of War</b>	<b>History: The Mayan Civilization</b>	<b>Geography: Global Warming and climate change</b>	<b>Geography: Our world in the future</b>

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

Topic / Term	KNOWLEDGE AND UNDERSTANDING Learning Questions	SKILLS
<p align="center"><b>Advent 1 Geography</b></p>	<p><b><u>People and their communities</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What is our area like?</li> <li>2. What is it like living by the sea?</li> <li>3. What is it like to live in a rainforest?</li> <li>4. What is it like to live in a dry place?</li> <li>5. What is life like in large cities?</li> <li>6. Can you imagine what it is like somewhere else?</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country</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</li> <li>• Use world maps, atlases and globes to identify the UK and its countries.</li> </ul>
<p align="center"><b>Advent 2 History</b></p>	<p><b><u>Great Inventions</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Who flew the first aeroplane?</li> <li>2. What were early aeroplanes like and how did they fly?</li> <li>3. How have aeroplanes changed the world?</li> <li>4. What happened at the Rainhill trials?</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• know where the people and events they study fit within a chronological framework</li> </ul>

	<p>5. Why are the Rainhill trials remembered? 6. How can we remember the Rainhill trials?</p> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: collage, design for the commemorative train</li> <li>• DT: exploring the design of the Flyer, making their own models, comparisons of aeroplane and train/engine designs over time</li> <li>• English: writing a description of being on a train travelling somewhere, writing factual sentences describing the features of a train</li> <li>• Geography: map work – locating places from both stories, routes, trade, communications</li> <li>• Maths: chronology – timelining, time and distances of journeys</li> <li>• Science: how things work, steam power, principles of flight</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify similarities and differences between ways of life in different periods.</li> </ul>
<p><b>Lent 1 History</b></p>	<p><u><b>My Family</b></u></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Has childhood always been the same?</li> <li>2. What was childhood like for our grandparents?</li> <li>3. What toys did they have in the 1950/60's?</li> <li>4. What was a trip to the shops like for Grandma?</li> <li>5. What was school like for Grandad?</li> <li>6. How is our school day the same/different to Grandad's?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• DT: toy and household object design and manufacture</li> <li>• English: conducting interviews</li> <li>• Geography: map work, local services, comparing the changes over time using maps and photographs</li> </ul>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p>-Developing an understanding of historical vocabulary -Comparing time periods -Beginning to develop an understanding of different time periods. -Compare and contrast 'then' and 'now'.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> </ul>

		<ul style="list-style-type: none"> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented.</li> </ul>
<p><b>Lent 2 Geography</b></p>	<p><b><u>Our Local Area</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What do we know as 'local area experts'?</li> <li>2. What is near to us and what is far away?</li> <li>3. How do you read a plan?</li> <li>4. How do you use a map?</li> <li>5. Where is our nearest open space?</li> <li>6. Can we share our journey to explain what our area is like?</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language (near far, left and right) to describe the location of features and routes on a map</li> <li>• 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</li> <li>• Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p><b>Pentecost 1 History</b></p>	<p><b><u>The Greatest Explorer</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What is an explorer?</li> <li>2. Why was Ibn Battuta a great explorer?</li> <li>3. Does everyone agree that Captain Cook was a great explorer?</li> <li>4. Why did Roald Amundsen win the race to the South Pole?</li> <li>5. What did Sunita Williams do to make her a great explorer?</li> <li>6. Who is the greatest explorer?</li> </ol> <p><u>Cross-curricular Links</u></p> <ul style="list-style-type: none"> <li>• Art: creating a memorial</li> <li>• English: debating, diaries and journals</li> <li>• Geography: transport, regions, map work, climate</li> <li>• Science: materials, space</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• know where the people they study fit within a chronological framework</li> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>• use parts of sources to show that they know and understand key features of events</li> <li>• use common words and phrases relating to the passing of time</li> </ul>

**Pentecost 2  
Geography**

**Animals and Habitats**

Learning questions

1. What is it like where Emperor Penguins live?
2. What is it like where Asian pandas live?
3. What is it like where whale sharks live?
4. What is it like where the African elephant lives?
5. Who lives in my 'place in a box?'

**Rapid Retrieval-** consolidating and building upon prior knowledge and topic-based knowledge.

**Skills:**

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country
- 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
- Use basic geographical vocabulary to refer to key physical features
- Use world maps, atlases and globes to identify the UK and its countries
- Use simple compass directions (north, south, east and west) and locational and directional language (near far, left and right) to describe the location of features and routes on a map.



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

Topic / Term	KNOWLEDGE AND UNDERSTANDING Learning Questions	SKILLS
<b>Advent 1 History</b>	<p><b><u>Journeys- Food</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What can we buy on the high street?</li> <li>2. How does our food get to us?</li> <li>3. What plants does Mrs Macdonald grow on her farm?</li> <li>4. What animals might Mrs Macdonald rear on her farm?</li> <li>5. Can we create a great British picnic?</li> <li>6. Can we create a Great British food map?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• British Values</li> <li>• Science- plants</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</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</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country</li> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language (near far, left and right) to describe the location of features and routes on a map</li> <li>• Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<b>Advent 2 History</b>	<p><b><u>Bonfire Night/ Great Fire of London</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What happened on the 5<sup>th</sup> November 1605?</li> <li>2. Was Guy Fawkes a hero or a villain?</li> <li>3. Do we celebrate Bonfire Night now just to have fun?</li> <li>4. What happened in London on 2<sup>nd</sup> September 1666?</li> <li>5. Why did the fire spread so quickly?</li> <li>6. Why do we know so much about the Great Fire?</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• choose and use parts of stories and other sources that they know and understand key features of events</li> <li>• understand some of the ways in which we find out about the past</li> </ul>

	<p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: paintings scenes related to both events, collage</li> <li>• DT: making model houses from the Stuart period, comparisons with modern fire-fighting</li> <li>• English: debating issues, reciting poetry, writing poems, non-fiction on the role of a modern fire fighter, descriptions related to the experience of people in the fire</li> <li>• Geography: map work</li> <li>• PSHE: treating people fairly, sharing differences and being positive and tolerant about them</li> <li>• RE: different forms of religion</li> <li>• Science: heat and light</li> </ul>	<ul style="list-style-type: none"> <li>• identify different ways in which it is represented</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• know where events they study fit within a chronological framework</li> </ul>
<p><b>Lent 1 Geography</b></p>	<p><u>Seasons</u></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Can we observe the weather?</li> <li>2. What have we observed about the weather?</li> <li>3. Why does the weather change?</li> <li>4. What are the seasons?</li> <li>5. What can we find out about the weather in different parts of the country?</li> <li>6. What changes occur through the seasons, and how are they shown</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• RE: religious festivals/holidays</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><u>Skills:</u></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</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country</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</li> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• 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</li> </ul>

		<ul style="list-style-type: none"> <li>Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p><b>Lent 2 History</b></p>	<p><b><u>Holidays</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>Where did Grandma go on holiday as a child?</li> <li>What can a photograph tell us about seaside holidays in the recent past?</li> <li>What can souvenirs tell us about seaside holidays in the recent past?</li> <li>What can stories tell us about seaside holidays in the recent past?</li> <li>Were all holidays the same when our grandparents were children?</li> <li>What was it like on a 1950's seaside holiday?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>Art: seaside artwork focusing on artists specialising in seascapes</li> <li>DT: using different materials to create features of a 1950s seaside, making puppets in the style of Punch and Judy</li> <li>English: conducting interviews, story writing</li> <li>Geography: map work, transport, leisure</li> <li>Maths: compiling questionnaires and data handling</li> <li>RE: religious festivals/holidays</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>learn about changes within living memory</li> <li>understand historical concepts such as continuity and change, similarity and difference</li> <li>ask historically valid questions</li> <li>identify similarities and differences between ways of life in different periods</li> <li>ask and answer questions</li> <li>understand some of the ways in which we find out about the past</li> <li>identify different ways in which the past is represented</li> <li>use a wide range of everyday historical terms</li> <li>use parts of stories and other sources to show they know and understand key features of events</li> <li>use sources to show they know and understand the past</li> <li>suggest reasons why changes took place.</li> </ul>
<p><b>Pentecost 1 Geography</b></p>	<p><b><u>Our Local Heroes</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>What makes someone a hero?</li> <li>What can images tell us about our local heroes?</li> <li>What can objects tell us about our local heroes?</li> <li>What can documents tell us about our local heroes?</li> <li>What can a visit/visitor tell us about local heroes?</li> <li>Who is our greatest local hero?</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>know where the people they study fit within a chronological framework</li> <li>ask and answer questions</li> <li>study significant historical people and places in their own locality</li> <li>understand some of the ways in which we find out about the past</li> </ul>

	<p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: photography on visits</li> <li>• DT: museum design</li> <li>• English: interviewing skills</li> <li>• Geography: map work</li> </ul>	<p>and identify different ways in which it is represented</p> <ul style="list-style-type: none"> <li>• choose parts of sources to show that they know and understand key features of events</li> <li>• use a wide vocabulary of everyday historical terms.</li> </ul>
<p><b>Pentecost 2 Geography</b></p>	<p><u><b>Our Wonderful World</b></u></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What are our local wonders?</li> <li>2. Are mountains wonders of the world?</li> <li>3. Which rivers are natural wonders of the world?</li> <li>4. What are the ancient world wonders?</li> <li>5. Which landmarks are new world wonders?</li> <li>6. Can we explain and describe wonders of the world?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• History- ‘ancient _____’</li> <li>• British values</li> </ul>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country</li> <li>• Use basic geographical vocabulary to refer to physical features</li> <li>• Use basic geographical vocabulary to refer to key human features</li> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>

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

Topic / Term	KNOWLEDGE AND UNDERSTANDING Learning Questions	SKILLS
<b>Advent 1 History</b>	<p><b><u>The Stone Age</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Why is it called ‘the Stone Age’?</li> <li>2. What was life like in the Old and Middle Stone Ages?</li> <li>3. How much change has happened in the New Stone Age?</li> <li>4. What can the village of Skara Brae tell us about life in the Neolithic times?</li> <li>5. Why did the Neolithic people build monuments?</li> <li>6. Was great progress made in the Stone Age?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: study and create your own cave painting, create prehistoric pottery, using different tools to create line-focused paintings</li> <li>• DT: examining how monuments were constructed</li> <li>• Outdoor learning: making a Stone Age dwelling, gathering fruits and berries from the local environment (making sure they are not poisonous!)</li> <li>• Science: diet, creating mixtures of natural materials to create different colours to use in art, classification of plants based into categories of being edible or having other uses, decomposition focusing on the rate at which different materials decompose and what is left, then relating this to how archaeologists learn about the past and why we have certain gaps in our understanding of this period of history</li> </ul>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• develop the appropriate use of historical terms, and note connections and contrasts over time</li> <li>• construct informed responses that involve the selection of relevant historical information</li> <li>• regularly address historically valid questions about similarity and difference</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods they study.</li> </ul>
<b>Advent 2 Geography</b>	<p><b><u>Coasts</u></b></p> <p><u>Learning questions</u></p>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p>

	<ol style="list-style-type: none"> <li>1. Have you been to the seaside?</li> <li>2. What is the coast of South West England like?</li> <li>3. What natural features can I see beside the seaside?</li> <li>4. What other features and activities can be seen around UK coasts?</li> <li>5. Do we like to be beside the seaside?</li> <li>6. Which sort of seaside would you choose?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Re</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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.</li> </ul>
<p><b>Lent 1 History</b></p>	<p><b><u>The Bronze Age and Iron Age</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What difference did bronze make?</li> <li>2. How does the Amesbury Archer help us know more about the Bronze Age?</li> <li>3. Do we agree that not much happened in the Iron Age?</li> <li>4. Was home life much better in the Iron Age than in the Bronze Age?</li> <li>5. Do you think it was a dangerous time for people to live?</li> <li>6. Are you more impressed by the Bronze or Iron Age?</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, similarity and difference</li> <li>• develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a</li> </ul>

	<p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: studying and creating own Celtic knot patterns and chalk hill figures</li> <li>• Computing: internet use and reliability of information</li> <li>• DT: Celtic food, making a model roundhouse with wattle and daub, investigating tool designing, including the use of moulds</li> <li>• English: researching information, writing a persuasive argument, drama and role play, communicating findings</li> <li>• Geography: map work, settlements, physical geography features related to the location of a community or hill fort</li> <li>• Maths: chronology, physically represent the length of each of the historical periods studied using units of measurement, an introduction to negative numbers through BC and AD</li> <li>• RE: burial practices</li> <li>• Science: properties of materials and decomposition, states of matter involving melting and solidifying</li> </ul>	<p>range of sources</p> <ul style="list-style-type: none"> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• address historically valid questions about trends and significance.</li> </ul>
<p><b>Lent 2 Geography</b></p>	<p><u>Climate and Weather</u></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What are weather, climate and biomes?</li> <li>2. What are the polar regions like?</li> <li>3. Where are the hottest, driest places in the world?</li> <li>4. Where are the hottest, wettest places in the world?</li> <li>5. Which climate zone and biome do we live in?</li> <li>6. Why is climate important?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Science- weather and climate</li> </ul>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the</li> </ul>

		<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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.</li> </ul>
<p><b>Pentecost 1 Geography</b></p>	<p><b><u>Our World</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What is the world like?</li> <li>2. How can we describe where places are on the Earth's surface?</li> <li>3. What do the lines of maps and globes mean?</li> <li>4. Why do we have day and night?</li> <li>5. What time is it where you are?</li> <li>6. What are the co-ordinates?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Maths- co ordinates and time</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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</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 (including day and night)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four/six figure grid</li> </ul>



		<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
<p><b>Pentecost 2 History</b></p>	<p><b><u>Local History</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What makes a building/site special?</li> <li>2. Should all listed buildings be preserved?</li> <li>3. Can we find a listed building of the future?</li> <li>4. Can we plan a campaign to save our building?</li> <li>5. Can we create a heritage exhibition?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: creative work responding to the locality, art in the style of a local artist</li> <li>• DT: designing and making items for the campaign, models of buildings or sites of particular significance</li> <li>• English: letter-writing, blogs, social media campaigns</li> <li>• Geography: map work, routes, locality, physical and human geography and changes in recent memory</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British and local history</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historical valid questions about change, cause, similarity, difference and significance</li> <li>• construct informed responses that involve selection of relevant information</li> <li>• understand how our knowledge of the past is constructed from a range of sources.</li> </ul>

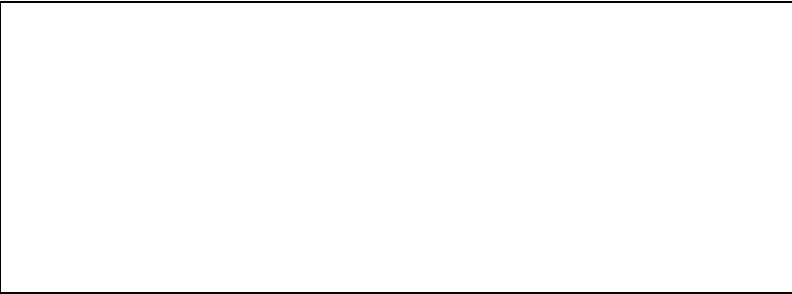
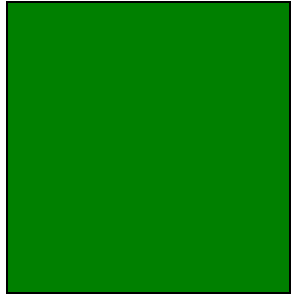
## HUMANITIES– YEAR 4 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING Learning Questions	SKILLS
<b>Advent 1 Geography</b>	<p><b><u>Rivers and the Water Cycle</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Where does all the rain go?</li> <li>2. Where does all the rainfall come from?</li> <li>3. What can we learn about the River Thames?</li> <li>4. How and where do people use and change rivers?</li> <li>5. How do rivers wear away mountains?</li> <li>6. Can we model a river or a stream?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Science- water cycle</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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.</li> </ul>
<b>Advent 2 History</b>	<p><b><u>Egyptians</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Why were people able to prosper in the desert land of Ancient Egypt?</li> <li>2. Why do we know so much about the Ancient Egyptians and their achievements?</li> <li>3. How did different groups contribute to the achievements of Ancient Egyptian society?</li> <li>4. What can we learn about the Ancient Egyptians from</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• study the achievements of the earliest civilisations</li> <li>• develop a chronologically secure knowledge and understand of British, local and world history</li> <li>• note connections, contrasts and trends over-time</li> <li>• develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a</li> </ul>

	<p>the Great Pyramid?</p> <ol style="list-style-type: none"> <li>5. Are you surprised by Ancient Egyptian religion?</li> <li>6. What should we include in our time capsule?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: hieroglyphics – creating your own cartouche</li> <li>• DT: making your own papyrus, investigating pyramid construction, making models of a shaduf</li> <li>• English: researching information, writing a diary or newspaper account</li> <li>• Geography: physical characteristics and climate, using maps, agriculture</li> <li>• Maths: timelines</li> <li>• RE: understanding and comparing beliefs, gods and afterlife</li> <li>• Science: mummification processes – mummifying an object, e.g. an orange</li> </ul>	<p>range of sources</p> <ul style="list-style-type: none"> <li>• address and devise historically valid questions about similarity, difference and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
<p><b>Lent 1 History</b></p>	<p><b><u>Roman Britain</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Why did the Romans invade Britain?</li> <li>2. How easy was it for the Romans to take over Britain?</li> <li>3. Was life hard for a Roman soldier on Hadrian’s Wall?</li> <li>4. Were the Roman roads a positive development for everyone?</li> <li>5. What did the Romans leave behind that is still of significance today?</li> <li>6. What happened when the Romans came to Britain?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: studying and creating Roman mosaics, Roman architecture, creating props for the Big Finish</li> <li>• Computing: researching</li> <li>• DT: creating models of Roman roads, aqueducts, catapults (trebuchet), writing tablets etc., designing coins, creating props for the Big Finish</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about similarity and difference.</li> </ul>

	<ul style="list-style-type: none"> <li>• English: letter-writing, origins of words, Latin abbreviations, Latin etymology of English words</li> <li>• Geography: researching Roman place names, map work, routes, transport systems</li> <li>• Maths: investigating Roman numerals, the Roman calendar</li> </ul>	
<p style="text-align: center;"><b>Lent 2 Geography</b></p>	<p><b><u>The Americas</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What are North American cities like?</li> <li>2. What are South American cities like?</li> <li>3. Are South American cities similar to North American cities?</li> <li>4. What are the Americas' main environmental regions?</li> <li>5. What is Route 66?</li> <li>6. Have you been along Route 66?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 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</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 (including day and night)</li> <li>• 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</li> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four/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.</li> </ul>

<p><b>Pentecost 1 History</b></p>	<p><b><u>Crime and Punishment</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Do laws and punishments change over time?</li> <li>2. What is a crime?</li> <li>3. How has the police force changed over time?</li> <li>4. What were punishments in the past meant to achieve?</li> <li>5. How and why have attitudes changed towards the suffragettes?</li> <li>6. How has crime and punishment changed over time?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: make a wanted poster for Dick Turpin using old techniques, e.g. printing blocks</li> <li>• English: write a ballad about Dick Turpin, write the diary of a Victorian school child</li> <li>• Maths: statistics</li> <li>• PSCH: equality, citizenship, rules and laws, doing the right thing, British values</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• establish clear narratives over periods of study</li> <li>• note connections, contrasts and trends over time and develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• address historically valid questions about continuity, and change and cause</li> <li>• address and devise historically valid questions about continuity and change, similarity and difference, and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
<p><b>Pentecost 2 Geography</b></p>	<p><b><u>Earthquakes and Volcanoes</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What is happening when the Earth shakes?</li> <li>2. What is happening when the Earth rattles and rolls?</li> <li>3. Does the Earth shake, rattle and roll all over?</li> <li>4. How and why do people live where the Earth shakes, rattles and rolls?</li> <li>5. How disastrous have recent earthquakes and/or volcanic eruptions been?</li> <li>6. Can we make a model volcano that erupts?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</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 (including day and night).</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers,</li> </ul>



- mountains, volcanoes and earthquakes, 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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

Topic / Term	KNOWLEDGE AND UNDERSTANDING Learning Questions	SKILLS
<b>Advent 1 Geography</b>	<p><b><u>Changes in our Local Environment</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What are the key features of the UK?</li> <li>2. How did the 2012 Olympics change East London?</li> <li>3. How did the Second World War change the West Midlands?</li> <li>4. How is our local area changing?</li> <li>5. How might our local area change in the future?</li> <li>6. How has our area changed from the past and how might it change in the future?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four/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</li> <li>• 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.</li> </ul>
<b>Advent 2 History</b>	<p><b><u>Vikings</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What happened when the Vikings raided Britain in 793</li> </ol>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p>

	<p>AD?</p> <ol style="list-style-type: none"> <li>2. Why did so many Vikings leave home?</li> <li>3. Why did so many Vikings settle in Britain?</li> <li>4. Did King Alfred deserve the title of 'Great'?</li> <li>5. How has our view of the Vikings been influenced, and would everyone at the time have had this view?</li> <li>6. Would the Vikings do anything for money?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• English: writing kennings, news report of a Viking raid, discussion and debate around the significance of events or individuals, mythology and legend around Sagas</li> <li>• DT: investigate Vikings as craftsmen – design a Viking brooch (based on the Pitney brooch), research Viking diet and plan a Viking feast</li> <li>• Geography: map work, migration settlements (Viking place names)</li> </ul>	<ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods</li> <li>• develop the appropriate use of historical terms</li> <li>• address historically valid questions about cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>• note contrasts and connections over time.</li> </ul>
<p><b>Lent 1 History</b></p>	<p><b><u>Anglo-Saxons</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Who were the Anglo-Saxons and why did they choose to settle in England?</li> <li>2. What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?</li> <li>3. How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?</li> <li>4. How useful is written evidence in finding out about the Anglo Saxons?</li> <li>5. Was the Anglo-Saxon period really a 'Dark Age'?</li> <li>6. How can we find out about the past from a study of archaeology?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: writing in runes, making a rune stick, writing illuminated letters</li> <li>• DT: making a model of an Anglo-Saxon village</li> </ul>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• develop the appropriate use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• note connections, contrasts and trends over time</li> <li>• regularly address and devise historically valid questions about significance.</li> </ul>



	<ul style="list-style-type: none"> <li>• English: drama and storytelling, debating</li> <li>• Geography: map work, settlements, how physical geography impacted settlements</li> <li>• PSCE/Citizenship: making informed, responsible choices</li> <li>• RE: exploring different beliefs, burial practices</li> <li>• Science: how to select materials for a certain job, including weaponry, housing and jewellery</li> </ul>	
<p style="text-align: center;"><b>Lent 2 Geography</b></p>	<p><b><u>Europe: A Study of the Alpine Region</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Where are the Alps?</li> <li>2. How were the Alps formed?</li> <li>3. How are homes adapted to suit the Alpine climate?</li> <li>4. What are the main industries in the Alps?</li> <li>5. How have avalanches changed the Alpine landscape?</li> <li>6. What should tourists know about the Alps?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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.</li> </ul>

<p><b>Pentecost 1 History</b></p>	<p><b><u>Journeys- Why do people go on journeys?</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What makes people go on a journey?</li> <li>2. Was Walter Raleigh just in it for the money?</li> <li>3. Why did the Irish 3<sup>rd</sup> class passengers on the Titanic make the journey to America?</li> <li>4. How did Vera Schaufeld become a refugee?</li> <li>5. Why did people sail on the Empire Windrush?</li> <li>6. What makes refugees go on a difficult journey today?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• DT: design and build an Elizabethan ship</li> <li>• English: write a poem about one of the journeys studied</li> <li>• Geography: map work, comparing countries around the world to identify similarity and difference related to push and pull factors</li> <li>• PSCH: to have a better understanding of the nature of migration, collaboration, kindness, discrimination, fairness in the modern world</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• establish clear narratives</li> <li>• address and devise historically valid questions about significance and cause and change</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time.</li> </ul>
<p><b>Pentecost 2 Geography</b></p>	<p><b><u>Journeys: Trade</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Where do my school uniform and lunch come from?</li> <li>2. Where does my fruit salad come from?</li> <li>3. How do my clothes get to my wardrobe?</li> <li>4. How has the import of products affected local industries?</li> <li>5. Local produce or imported produce?</li> <li>6. What is the journey of our stuff?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</li> </ul>



methods, including sketch maps, plans and graphs, and digital technologies.

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

Topic / Term	KNOWLEDGE AND UNDERSTANDING Learning Questions	SKILLS
<b>Advent 1 History</b>	<p><b><u>Ancient Greece</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Why did the Ancient Greek Empire become so important?</li> <li>2. How different were the Spartans and the Athenians?</li> <li>3. How similar were the London 2012 Olympic games to those held in Ancient Greece?</li> <li>4. What can we learn about the Ancient Greeks from their myths and religion?</li> <li>5. Why did the Ancient Greeks fight so many wars?</li> <li>6. What did the Ancient Greeks do for us?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art and Design: constructing an Archimedes screw, investigating the design of Greek buildings with columns, making Greek pottery and decorating in a traditional style, mask making for Greek theatre</li> <li>• Computing: researching online</li> <li>• Drama: Greek mythology and comparative links to others</li> <li>• English: Aesop’s Fables</li> <li>• Geography: settlements, maps, land use, physical geography and its impact on humans</li> <li>• Greek language: learning simple words and phrases</li> <li>• Maths: dates, timelines impact of the Greek mathematicians (Pythagoras and Archimedes)</li> <li>• PSICHE: equality and suffrage, should the Elgin marbles be returned?</li> <li>• RE: opportunities for comparison of gods and worship in</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• develop the use of historical terms</li> <li>• address and devise historically valid questions</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• continue to develop a chronologically secure knowledge and understanding of world history</li> <li>• consistently answer and ask historically valid questions about similarity and difference.</li> </ul>

	Greek religion with other religions	
<p style="text-align: center;"><b>Advent 2 Geography</b></p>	<p><b><u>South America- the Amazon</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Where is the Amazon?</li> <li>2. What would it be like to walk through the Amazon rainforest?</li> <li>3. What is Manaus like?</li> <li>4. Do people live in the Amazon rainforest?</li> <li>5. How can people protect the Amazon?</li> <li>6. Why should we protect the Amazon?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 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</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 (including day and night)</li> <li>• 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</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>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.</p>
<p style="text-align: center;"><b>Lent 1 History</b></p>	<p><b><u>Impact of War</u></b></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p>

	<p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. How can we find out about the people in our locality who died in the First and Second World wars?</li> <li>2. How did the wars impact on children’s lives in our locality?</li> <li>3. How did the World Wars change daily life?</li> <li>4. Was it more dangerous living in our locality in the First or Second World War?</li> <li>5. How should we remember the contribution made by our community during the World Wars?</li> <li>6. Did WWI or WW2 have the biggest impact on our locality?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: make wartime-style posters encouraging modern issues, e.g. recycling</li> <li>• English: write the diary of an evacuee</li> <li>• Geography: map work</li> <li>• Maths: do sums using old pre-decimal currency and ration coupons</li> <li>• PSICHE: equality in the workplace (women working), citizens pulling together for the common good</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• address and devise historically valid questions about change, cause and significance</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends</li> <li>• construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>• develop the use of appropriate historical terms.</li> </ul>
<p><b>Lent 2 Geography</b></p>	<p><u>Protecting the environment</u></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. Are we damaging our world?</li> <li>2. What are minerals, and do we have an endless supply?</li> <li>3. Where does our energy come from?</li> <li>4. Why should we protect our oceans?</li> <li>5. How can we be more sustainable in school?</li> <li>6. Can we plan a campaign?</li> </ol>	<p><b>Rapid Retrieval</b>- consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describe and understand key aspects of physical</li> </ul>

	<p><u>Cross Curricular links</u></p>	<p>geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four/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</li> <li>• 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.</li> </ul>
<p><b>Pentecost 1 Geography</b></p>	<p><u>The Mayan Civilization</u></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What can we learn about the Ancient Maya from the lives of the Maya today?</li> <li>2. What can we learn about the Maya by investigating their ancient cities?</li> <li>3. Why did the Maya have so many Gods?</li> <li>4. Were the Maya as clever as the people in the 21<sup>st</sup> century?</li> <li>5. What happened to the Maya?</li> <li>6. Why should we remember the Maya?</li> </ol> <p><u>Cross Curricular links</u></p> <ul style="list-style-type: none"> <li>• Art: making pots in the style of the Maya</li> <li>• DT: how were the pyramids made?</li> <li>• English: creative writing about lost cities</li> </ul>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• establish clear narratives within and across periods they study</li> <li>• regularly address historically valid questions about similarity and difference and significance</li> <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 sources</li> <li>• note connections, contrasts and trends over time</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about change, cause and significance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Geography: impact of changes to the climate on a society</li> <li>• Maths: doing calculations in different types of number systems</li> <li>• Music: percussion and wind instrument music in the style of the Maya</li> <li>• RE: exploring different aspects of what people believed in, comparing creation stories</li> <li>• Science: exploring the impact of technology on other societies</li> </ul>	
<p><b>Pentecost 2 Geography</b></p>	<p><b><u>Our World in the Future</u></b></p> <p><u>Learning questions</u></p> <ol style="list-style-type: none"> <li>1. What, in our region, should we preserve for the future?</li> <li>2. What is the housing like in our area?</li> <li>3. What are the work opportunities like in our area?</li> <li>4. What are the public services and amenities like in our area?</li> <li>5. What is the community spirit like in our area?</li> <li>6. Can we make a plan for a sustainable future for our area?</li> </ol> <p><u>Cross Curricular links</u></p>	<p><b>Rapid Retrieval-</b> consolidating and building upon prior knowledge and topic-based knowledge.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four/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</li> <li>• 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.</li> </ul>