

## Curriculum Overview – Humanities

Year group	Term	NC Objectives	
Year 1	Autumn 1	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	<p><b>Vocabulary</b> City, town, country, capital, sea, ocean, shore, coastline.</p> <p><b>Key Skills</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>Suggested Activities</b> Start by locating and naming the four countries of the UK. Identify the physical features of the four countries of the UK including: rivers, mountains and lakes. Name the four capital cities of the UK, locate them. Name, locate and identify the seas and oceans that surround the UK. Discuss how they vary and the coastlines around them.</p>
	Autumn 2	Identify seasonal and daily weather patterns in the United Kingdom. (Introduce and then ongoing)	<p><b>Vocabulary</b> Season, weather, change, pattern, daily, human, physical, rain, wind, sun, hot, cold, ice, snow, hail, daily, month.</p> <p><b>Key Skills</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>Suggested Activities</b> Choose a tree in the school grounds and make it a focus for a study. Explore how this tree changes in the seasons. Link this with the seasonal changes that occur in the UK as a whole, focusing on weather primarily. Explore weather forecasts by looking online and by watching clips. Consider temperature changes through the seasons. Create a seasons diary for the children to complete at regular intervals.</p>
	Spring 1	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	<p><b>Vocabulary</b> Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, fieldwork, human, physical, feature.</p>

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	vegetation, season and weather	<p><b>Key Skills</b>          Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>Suggested Activities</b>          Look at significant examples of the physical features found in the UK e.g. Ben Nevis, River Thames, Chesil beach, Giant's Causeway, Dovedale. Locate these on a map of the UK and describe their features. Ask the children if they have visited any. Identify similarities and differences between these physical geographical features.          Trip – go to Leckhampton Hill.</p>
Spring 2	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p><b>Vocabulary</b>          City, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Key Skills</b>          Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>Suggested Activities</b>          Use pictures of each of these human features to identify them. Explore what the role is of each of these human geographical features and how we need them in modern Britain. Identify examples that can be found in the local area. Make a link to what their parents do for jobs – where do they work?          Trip – link in with History focus trip to Gloucester Docks to identify city, factory, house, office, port, harbour and shop.</p>
Summer 1	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.	<p><b>Vocabulary</b>          Past, history, compare, time, changes, memory, chronology, old, new.</p> <p><b>Key Skills</b>          Identifying similarities and differences.</p>

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			<p><b>Suggested Activities</b></p> <p>Focus on transport. Looking at how transport has changed over the past century. Rail transport changing from steam to diesel to electric. Increased use of aeroplanes and ease of global transport as a result. Could explore planes and how they have changed from the early planes to modern passenger jets.</p> <p>Trip to Gloucester Docks Waterways Museum. Changing use of the docks and the changes in use of waterways. Link to Geography.</p>
Year 2	Autumn 1	Events beyond living memory that are significant nationally or globally.	<p><b>Vocabulary</b></p> <p>Memory, history, past, comparison, event, significant, time, influence, change.</p> <p><b>Key Skills</b></p> <p>Use parts of stories and other sources to show they understand key features of an event.</p> <p><b>Suggested Activities</b></p> <p>To focus on three significant events that occurred beyond living memory: great fire of London, the gunpowder plot and sinking of the Titanic. Explore each event by looking at what happened, when it happened and why the event was significant.</p>
	Autumn 2	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	<p><b>Vocabulary</b></p> <p>National, international, significant, achievement, compare, royalty, explorer, historical, period.</p> <p><b>Key Skills</b></p> <p>Understand some of the ways we find out about the past and identify different ways it can be represented.</p> <p><b>Suggested Activities</b></p> <p>In order to compare and contrast the famous people a timeline should be created and then two people should be chosen as below:</p> <p><i>Royalty – Queen Elizabeth I and Queen Elizabeth II</i></p> <p><i>Medicine – Mary Seacole and Edith Cavell.</i></p> <p><i>Explorers – Neil Armstrong and Christopher Columbus</i></p> <p><i>Inventors – Alexander Graham Bell and James Dyson.</i></p>

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		This will allow for comparisons and contrasts to be made.
Spring 1	Significant historical events, people and places in their own locality.	<p><b>Vocabulary</b>          Locality, local, area, region, significant, county,</p> <p><b>Key Skills</b>          Understand some of the ways we find out about the past and identify different ways it can be represented.</p> <p><b>Suggested Activities</b>  <b>Moving on from looking at significant individuals who have made national or global contributions now focusing on the locality of Cheltenham. Study of:</b>          People – Edward Wilson.          Places – Gloucester Cathedral and Sudeley Castle.          Events – Battle of Tewkesbury, invention of the jet engine.          This will allow for comparisons and contrasts to be made.          Visit to Gloucester Cathedral &amp; Jet Age Museum.</p>
Spring 2	Name and locate the world's 7 continents and 5 oceans.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<p><b>Vocabulary</b>          World, names of continents, names of oceans, equator, poles, hemisphere, climate, environment, habitat, temperature.</p> <p><b>Key Skills</b>          Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>Suggested Activities</b>          Use world maps, atlases and globes to identify the world's 7 continents and 5 oceans. Identify countries in continents and countries that surround oceans. Compare the size, weather and flora and fauna of the 7 continents and the 5 oceans.          Locate the North and South Poles and the equator using atlases and compare the temperature and wildlife at these places.</p>
Summer 1	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small	<p><b>Vocabulary</b>          Human, physical, feature, European, non-European,</p>

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		area in a contrasting non-European country	<p><b>Key Skills</b>            Use world maps, atlases and globes to identify the location of the places studied. Compare and contrast human and physical geographical features of places.</p> <p><b>Suggested Activities</b>            Compare the physical and human geography of two cities – Cheltenham and Rio de Janeiro. Focus on the beach and river, where people live – how is life different in these locations? Identify some similarities and differences. Be sure to identify both physical and human geographical features.</p>
	Summer 2	Geography skills focus	<p><b>Vocabulary</b>            Map, aerial, oblique, symbols, key, compass, North, South, East and West.</p> <p><b>Key Skills</b>            Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map            Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Suggested Activities</b>            Children to create own maps with symbols. Explore maps in literature. Look at how maps have changed over time. Look at aerial and oblique maps. Children to use mapping programmes or online resource to plan routes and also consider how to do this on paper maps.</p>
Year 3	Autumn 1	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.	<p><b>Vocabulary</b>            Country, city, United Kingdom, region, human and physical characteristics, hill, mountain, coast, river, land use, change, time, compass, grid reference.</p> <p><b>Key Skills</b>            Use the 8 points of a compass, 4 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.</p>

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			<p><b>Suggested Activities</b>  Start by exploring what constitutes a city and then identify cities and large towns in the nearby area. Identify Gloucestershire and its neighbouring counties. Then focus on the physical and human features of Gloucestershire and its neighbouring counties. E.g. Salisbury Plain, River Avon, Mendip Hills, Cotswolds. Need to ensure that there is a chronological aspect to the study in order to realise how land use patterns, human and physical features change over time.</p>
	<p>Autumn 2</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  Describe and understand human geography, including types of settlement and land use.</p>	<p><b>Vocabulary</b>  Geographical, similarity, difference, human, physical, settlement, land use.</p> <p><b>Key Skills</b>  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><b>Suggested Activities</b>  Look at changing land use in Cornwall. Historical mining and fishing has given way to modern-day tourism. Could possibly look at life as a miner and as a fisherman, compare this with a modern-day job in the tourist industry.</p>
	<p>Spring</p>	<p>Describe and understand key aspects of physical geography, including mountains.  Describe and understand key aspects of human geography, including: economic activity including trade links.</p>	<p><b>Vocabulary</b>  Physical, mountain, slope, summit, peak, slope, ascent, descent, range, altitude, elevation.</p> <p><b>Key Skills</b>  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><b>Suggested Activities</b>  Complete a study of the Snowdonia mountain range in Northern Wales.</p>

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	Summer 1	The Roman Empire and its impact on Britain – focus on Gloucestershire.	<p><b>Vocabulary</b> Romans, impact, empire, influence, change, legacy.</p> <p><b>Key Skills</b> Develop chronologically secure knowledge and an understanding of British, local and world history. Use appropriate historical terms.</p> <p><b>Suggested Activities</b> Start by briefly introducing the Romans as an Empire, exploring where they came from and then move on to primary focus – the Romans in Gloucestershire. Answering the questions – how has our county been influenced by the Romans? Roman road network, Chedworth Roman Villa, walk around Gloucester to look at the Roman past. Trip – Roman Gloucester.</p>
	Summer 2	A local history study – Cheltenham as a spa town.	<p><b>Vocabulary</b> Locality, history, region, chronology, Cheltenham, spa, town.</p> <p><b>Key Skills</b> Develop chronologically secure knowledge and an understanding of British, local and world history.</p> <p><b>Suggested Activities</b> Complete a chronological study of Cheltenham. Look at how Leckhampton has changed over time focusing in particular on houses, land use and municipal buildings. Then move on to look at how Cheltenham has changed over time, first as a small village, then as a spa town and now as the home of GCHQ and other technological industries. Trip – Leckhampton walk.</p>
Year 4	Autumn 1	Ancient Greece – a study of Greek life and achievements and their influence on the western world. Year 4 to cover Roman Empire in September 2018.	<p><b>Vocabulary</b> Chronological, history, source, ancient, past, influence, western, world, era, period, time.</p> <p><b>Key Skills</b> Develop chronologically secure knowledge and an understanding of British, local and</p>

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	<p><b>Year 4 to cover Roman Empire in September 2018 as Year 3 covering Ancient Greeks Summer 2018.</b></p>	<p>world history. Understand how knowledge of the past is constructed from a range of sources. Use appropriate historical terms.</p> <p><b>Suggested Activities</b> Study of Greek life and their achievements should form a starting point. There should be a focus on how the Greeks have influenced the modern, Western world. Influence on the Western world: democracy, Greek myths, influence on music and the arts, architecture, Olympics.</p>
Autumn 2	Changes in Britain from the Stone Age to the Iron Age.	<p><b>Vocabulary</b> Changes, Stone age, iron age, chronological, time, connections, contrast.</p> <p><b>Key Skills</b> Develop chronologically secure knowledge and an understanding of British, local and world history. Note connections and contrasts over time. Use appropriate historical terms.</p> <p><b>Suggested Activities</b> Create a timeline of changes from the Stone age to the Iron age. Could include (in order) cave paintings, pottery, farming, metal tools, mining, tribal kingdoms, use of iron, coins, hill forts and Roman invasions. Exploring Skara Brae, Stonehenge, druids and hill forts. Trip – Butser Farm.</p>
Spring 1	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<p><b>Vocabulary</b> Locate, find, identify, country, map, Europe, region, environment, physical, human, characteristics, cities.</p> <p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Start by exploring the world's countries – where they are located on a map or in an atlas. Locate countries in Europe on a map. Must study: France, Germany, Spain, Italy,</p>

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		Russia and Sweden. Focus on where countries are in Europe, what each country is famous for, look at the major cities and significant physical features.
Spring 2	<p>Understand geographical similarities and differences through the study of human and physical geography in a region in a European country.</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links.</p>	<p><b>Vocabulary</b> Geographical, similarities, differences, human, physical, study, region, economy, trade, city, town, region, European, country.</p> <p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Identify similarities and differences by studying a region of a European country. Suggestions include: the Rhine valley in Germany, the Amalfi coast in Italy, Barcelona in Spain or the Alps. Need to be sure that human and physical geography are both studied.</p>
Summer 1	<p>Name and locate key topographical features (including rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of physical geography, including the water cycle.</p>	<p><b>Vocabulary</b> Topographical, land use, pattern aspect, time, chronology, river (and associated vocabulary) water cycle (and associated vocabulary)</p> <p><b>Key Skills</b> 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>Use the 8 points of a compass, 6-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.</p> <p><b>Suggested Activities</b> River study – look at the main features of rivers, explore land use patterns and consider how river use and nearby land has changed over time. Understand and explain the water cycle. Use 6 figure grid references (follows on from Year 3 who have done 4 figure grid references) on ordnance survey maps. Visit – the River Severn to identify river features.</p>
Summer 2		

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Year 5	Autumn 1	<p>Locate the North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p><b>Vocabulary</b> <b>North, South, American, continent, physical, human, country, city.</b></p> <p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Start by locating North and South America. Then find countries on these continents. Move on to focusing on North America in more detail. Start by looking at physical features e.g. the Rocky Mountains, Mississippi river, prairie, Florida keys, coastline, Missouri river, Yukon, Colorado river. Then begin to study human features: name and locate some of America's states and Canada's provinces. Identify major cities in North America. Then move on to look at South America – how does it differ from North America? Identify the countries and major cities, drawing comparisons in terms of human and physical geography. Look at the Amazon as a region that goes beyond countries. Look at the Andes as a significant mountain range.</p>
	Autumn 2	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.</p>	<p><b>Vocabulary</b> Compare, contrast, similarities, difference, region, North America, South America.</p> <p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Choose California as a North American region. Explore the physical features in California and how they differ from the UK. e.g. coastline, Yosemite, red wood forests, Death Valley and San Francisco bay area. Look at the human features e.g. large cities and make comparisons with our immediate area. Plan a trip to California.</p>
	Spring 1 Spring 2	<p>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.</p>	<p><b>Vocabulary</b> Civilisation, society, contrasts.</p> <p><b>Key Skills</b> Develop chronologically secure knowledge and an understanding of British, local and</p>

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		<p>world history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Use appropriate historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve selection and organisation of relevant historical information.</p> <p><b>Suggested Activities</b></p> <p>Introduce the Mayans, Mayan gods, number system, food, Chichen Itza. Be sure to develop a thorough concept of what a civilisation is and what made the Mayans successful.</p>
Summer 1	<p>Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p>	<p><b>Vocabulary</b></p> <p>Physical geography, volcanoes, earthquakes,</p> <p><b>Key Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b></p> <p>Start by exploring what a volcano is and what an earthquake is. Then look at what causes these. Identify and describe the key features of both volcanoes and earthquakes. Identify significant volcanoes and historically significant earthquakes.</p> <p>Trip – visit London to go to the Science museum.</p>
Summer 2	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>Vocabulary</b></p> <p>Anglo-Saxons, Scots, struggle, settlement, raids, tribes, resistance, Viking,</p> <p><b>Key Skills</b></p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Use appropriate historical terms.</p>

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			<b>Suggested Activities</b> Start by exploring the Vikings (needs to be brief) before looking at the Vikings as raiders, resistance to the Vikings by tribal Britons, Vikings as settlers, daily Viking life in Britain, Anglo Saxon arrival and the Battle of Hastings.
Year 6	Autumn 1	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – crime and punishment.	<b>Vocabulary</b> Crime, punishment, detection, prevention, deterrent, community, perspective, viewpoints, legal, illegal, beliefs, attitudes, pillory, patricide, forgery, smugglers, traitors, poachers, transportations, accused, innocent, guilty, judge, jury, <b>Key Skills</b> Understand how knowledge of the past is constructed from a range of sources. Use appropriate historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve selection and organisation of relevant historical information. <b>Suggested Activities</b> A whistle stop tour on crime and punishment through the ages. Explore how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished. <i>Workshop-Past productions or a visit</i> Debate about the Gunpowder plot.
	Autumn 2	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	<b>Vocabulary</b> Civilisation, chronology, century, decade, AD, BC, artefacts, evidence, source, archaeologist, Tutankhamun, Pharaoh, society, hierarchy  <b>Key Skills</b> Develop chronologically secure knowledge and an understanding of British, local and world history. Understand how knowledge of the past is constructed from a range of sources. Use appropriate historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve selection and organisation of relevant

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		<p>historical information.</p> <p><b>Suggested Activities</b> Study of Ancient Egyptian life and their achievements. The development of the pyramids, the Nile and how it enabled this civilisation to thrive, daily life, mythology</p>
Spring 1	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)	<p><b>Vocabulary</b> Terrain, climate, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones</p> <p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Use atlases and globes to locate longitude, latitude, equator, the Tropics and the Arctic and Antarctic Circle. Explore time zones around the world. Work out a comfortable time for a family to Skype all over the world, when business share working hours and how long different flights are. Discuss how daylight hours vary around the world.</p>
Spring 2	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	<p><b>Vocabulary</b> climate zones, biomes (names of them), vegetation belts, eco-systems, habitat, adaptation, indigenous,</p> <p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Multi-media presentation on biomes around the world or a biome news bulletin Amazon World visit</p>
Summer 1	Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and	<p><b>Vocabulary</b> Natural resources, renewable, non-renewable, human impact, distribution, wealth, economics, trade, sustainability, palm oil,</p>
Summer 2		

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		water.	<p><b>Key Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Suggested Activities</b> Study the Amazon Basin-linked with biomes. Investigate the impact of human activity on the natural resources and communities of the region. Create a report on land use, cultural vulnerabilities, environmental impact and economic trade. Debate on deforestation</p> <p><b>Focus on Britain</b> How do we use land in Britain? What natural resources do we use to produce energy? What renewable natural resources do we use? Clean Energy-explore alternative energy sources. Steel production?</p>
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