



Humanities Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me & My World	Let's Pretend	Bears	Space	We're Going to the Farm	Minibeast/Growing
Reception	Me & My World People and Communities/ special times and events, family routines and special times Explore the natural world around them Changes – Autumn	Fairy Tales People and Communities - similarities and differences / family customs Changes - Winter	Bears People and Communities Caring for animals Understand the effect of changing seasons on the natural world around them. Changes - Spring	Space The World / our place in the Solar System Looking after our planet / local environment	We're Going to the Zoo The World - similarities and differences in materials and environments Explore the natural world around them Changes - Summer	Minibeast/Growing The World - comments and questions, why things happen and how things work, similarities and differences
Year 1	Childhood Then and Now Changes over Time Key Question: What was it like being a child in the past and what is it like now?	Weather & Seasons Focus: pupils will identify seasonal and daily patterns in the UK. They will understand the differences between the types of weather	Kings and Queens Key Question: Elizabeth and Victoria- what mattered most to our two famous queens?	Local Area and Settlements (including Geographical Enquiry) Focus: pupils will explore their local areas using maps and aerial photographs linking Whitchurch Primary	History and Sport Key Question: How has sport changed throughout history? Focus: children will focus on the history of sport in the local area	United Kingdom Focus: pupils will name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. They will begin

	<p>Focus: exploring what life was like as a child in the past and what it is like now. Comparing then and now.</p>	<p>experienced in different seasons in the UK.</p>	<p>Focus: the children will explore some of the most famous monarchs of the UK including Elizabeth and Victoria. They will learn the chronological order and significant events that happened under their reign.</p>	<p>School to local landmarks.</p>	<p>e.g. history and significance of Wembley Stadium</p>	<p>looking at some physical and human features in the UK and will learn the difference between the types of features.</p>
<p>Year 2</p>	<p>Around the World</p> <p>Focus: children will use maps and atlases to name and locate the world's seven continents and five oceans. They will understand human and physical features of each continent.</p>	<p>Contrasting Locality – Kenya, Africa</p> <p>Focus: children will understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and small area in Kenya, Africa. They will be able to compare how they live in the UK and how people live in Kenya.</p>	<p>The Great Fire of London</p> <p>Key Question: How did the Great Fire of London affect London?</p> <p>Focus: children will learn about an event that happened beyond living memory and how it impacted London and Britain.</p>	<p>Inspirational Women</p> <p>Key Question: What makes someone 'inspirational'?</p> <p>Focus: children will learn about the lives of significant individuals who contributed to national and international achievements. They will focus on the lives of Mary Seacole, Malala and Florence Nightingale.</p>	<p>Hot and Cold Places</p> <p>Focus: children will understand the location of hot and cold places in relation to the Equator and the North and South Poles. They will recognise the features of hot and cold places as well as the types of animals that live in them and how they adapt.</p>	<p>Let's Explore London</p> <p>Key Question: How has London changed and has it changed for the better?</p> <p>Focus: exploring the history of London, comparing the then and now.</p>
<p>Year 3</p>	<p>From the Stone Age to the Iron Age</p> <p>Key Question: How did Britain change from the Stone Age to the Iron Age?</p> <p>Focus: The children will learn about how Britain</p>	<p>United Kingdom Atlas/Map Skills</p> <p>Focus: children will look more closely at the UK including the four countries and the seas surrounding. They will name and locate the UK's counties and cities,</p>	<p>The Romans</p> <p>Key Question: What was the Roman Empire and how did it impact Britain?</p> <p>Focus: Caesar's attempted invasion, the Roman Empire by AD 42</p>	<p>Europe (including the location of Russia)</p> <p>Focus: children will use maps to locate countries in Europe, including capital cities, rivers and mountains. They will compare and contrast a European country with</p>	<p>Volcanoes & Earthquake</p> <p>Focus: children will learn about different volcanoes around the world. They will understand how volcanoes and tectonic</p>	<p>Anglo Saxons & Scots</p> <p>Key Question: What effect did the Anglo-Saxon and Scots invasion and settlement have on the culture and history of Britain?</p>

	<p>changed from the Stone Age to the Iron Age, looking carefully at the eras and the chronology of events. They will look at the religion of the time, tribal kingdoms, farming, art and culture</p>	<p>geographical regions and the human and physical features. They will explore the UK's key topographical features including hills, mountains, coasts and rivers as well as land use patterns. They will explore the UK's natural resources including how and where we get energy e.g. wind turbines, coal, petroleum.</p>	<p>and the power of its army, successful invasion by Claudius, British resistance (e.g. Boudicca) and Romanisation of Britain incl. culture, impact of technology, beliefs incl. early Christianity</p>	<p>the U.K focusing on topographical features e.g. Italy (linked to Roman topic). They will use persuasive techniques to convince someone to holiday in the Mediterranean.</p>	<p>plates affect earthquakes.</p>	<p>Focus: The Romans withdrawal from Britain and the Anglo-Saxons and Scots invasions, settlements and kingdoms. Explore Anglo-Saxon art and culture. The children will also look at crime and punishment from the time and how it compares to now.</p>
<p>Year 4</p>	<p>Vikings</p> <p>Key Question: The Vikings- ruthless killers or peaceful settlers?</p> <p>Focus: Building on the children's previous knowledge of the Anglo-Saxons, the children will learn about the Vikings and Anglo-Saxon struggle for the Kingdom of England. They will learn about Viking raids, invasions and the resistance by Alfred the Great and Athelstan (first king of England)</p>	<p>Life in Tudor Times</p> <p>Key Question: How did the Tudors change Britain?</p> <p>Focus: The children will build on their historical knowledge of London. They will examine how it has changed including religion, using a range of sources to draw conclusions. They will study an aspect of history or a site dating from a period beyond 1066 that is significant to London. (2024)</p>	<p>Mountains</p> <p>Focus: children will locate different mountains around the world. They will understand the different types of mountains and how they are formed.</p>	<p>Rivers and The Water Cycle</p> <p>Focus: children will locate different rivers around the world on a map. They will recognise the features and stages of rivers and explain how they are used around the world. They will understand the water cycle.</p>	<p>Land Use and Settlement</p> <p>Focus: children will examine the human features of rural and urban areas. They should be able to identify human features on maps and explain how it fits in with other places near and far. They will use fieldwork to observe, measure, record and present their findings of the different uses of land – eg, farming, industrial, communities. Using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>Ancient Egypt</p> <p>Key Question: What were the achievements of the Ancient Egyptians?</p> <p>Focus: The children will learn about the Ancient Egyptian civilization and where it fits in relation to Britain's timeline. They will learn about the civilizations' achievements. They will examine what life was like and use a range of sources to determine this.</p>

					They will understand what is meant by fair trade and its impact.	
Year 5	<p>The Victorian Era</p> <p>Key Question: What did the Victorians do for Great Britain?</p> <p>Focus: The children will study The Victorian Era focusing on significant events that happened which shaped the history of Britain.</p>	<p>World Map, Time Zones and Lines of Significance</p> <p>Focus: children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, the Greenwich Meridian and time zones (including day and night).</p>	<p>Climate Zones & Biomes</p> <p>Focus: children will understand the difference between climate and weather. They will describe the location and key characteristics of climate zones around the world. The children will understand the 5 major biomes of the world and how this affects climates.</p>	<p>Ancient Greece</p> <p>Key Question: How did Ancient Greece influence the Western World?</p> <p>Focus: The children will study Greek life and the achievements of the civilization. The children will learn how Ancient Greece influenced the world and their lasting legacy.</p>	<p>South America</p> <p>Focus: children will locate countries in South America on a map using lines of latitude and longitude. They will learn about South America's human and physical features, climate, natural resources and trade.</p>	<p>The Mayans</p> <p>Key Question: Who were the Mayans and what have we learnt from them?</p> <p>Focus: The children will learn who the Mayans were, what they believed in and what life was like.</p>
Year 6	<p>Life in Britain during and after WW2</p> <p>Key Question: How did WW2 affect different people in society?</p> <p>Focus: The children will develop their chronological understanding by understanding the key events which led to the outbreak of WWII. They will learn about the different groups of people affected by the</p>	<p>Contrasting localities</p> <p>Case study physical and human features of UK, France , USA inc detailed map work.</p> <p>Focus: children will look at the human and physical features of the UK, France and the USA. They will explore the question of “ Which country would be the best to live in and why?</p>	<p>Early Islamic History & Comparison with Britain at the time</p> <p>Key Question: How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time?</p> <p>Focus: The children will learn about the timeline of the Early Islamic Civilization from the death of the Prophet Muhammad. They will</p>	<p>Early Islamic History & Comparison with Britain at the time</p> <p>Key Question: How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time?</p> <p>Focus: The children will learn about the timeline of the Early Islamic Civilization from the death of the Prophet Muhammad. They will</p>		<p>Asia</p> <p>Focus: children will locate countries in Asia on a map using lines of latitude and longitude. They will learn about Asia's human and physical features, land use and distribution, climate, natural resources and trade.</p>

	war and how this impacted the future world e.g. evacuation, the role of women, holocaust.	using their knowledge of the features to justify their choices.	study the culture and art as well as the achievements of the era. They will understand what Britain was like at the time, comparing and contrasting.	study the culture and art as well as the achievements of the era. They will understand what Britain was like at the time, comparing and contrasting.		
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