



Bethersden Primary School

Dedicated to Excellence

HUMANITIES CURRICULUM

2020-2021

Key Stage 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><u>My History</u></p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - They should use a wide vocabulary of everyday historical terms - They should ask and answer questions - Personal time lines, family time lines, national events within living memory (relevant to the children) 	<p><u>My Geography</u></p> <ul style="list-style-type: none"> - Geographical skills 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. - Human and physical geography - use basic geographical vocabulary to identify features of the school's locality - Explore Bethersden: collect data, draw maps of the area etc. - Home Learning links: their own locality 	<p><u>History: Significant Event - The Great Fire of London</u></p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - Inquiry: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - Use timelines to develop chronology of events, consider where the Great Fire of London fits on a larger timeline, learn about key events, begin to evaluate sources 	<p><u>Geography: The World</u></p> <p>Locational knowledge - name and locate the world's seven continents and five oceans</p> <p>Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Study of local weather patterns, comparisons made between local weather and hot/cold areas around the world</p>		
Year 2	<p><u>History: Life of Significant Individuals</u></p> <ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used 		<p><u>History: Significant Event - The Battle of Hastings</u></p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally [for example, 		<p><u>Geographical Comparison</u></p> <p>Place knowledge - understand geographical similarities and differences through studying the</p>	

	<p>to compare aspects of life in different periods</p> <ul style="list-style-type: none"> - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Choose two individuals from contrasting time periods/locations, looking for similarities and differences, consider long term impact of these people's work - nurses or explorers? 	<p>the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <ul style="list-style-type: none"> - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - Inquiry: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - Revise 'within' and 'beyond living memory,' develop time lines of events, consider where the Battle of Hastings fits on a larger time line, source-based enquiry - who should have been king? 	<p>human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography - use geographical vocabulary effectively</p> <p>Geographical skills - using world maps, atlases, globes, aerial photographs</p> <p>Explore the locality for local comparison (where appropriate)</p>
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Key Stage 2

Lower Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p><u>Geography: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - KS1 Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p><u>History: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - A significant turning point in British history, for example, the first railways or the Battle of Britain - A study of an aspect of history or a site dating 	<p><u>History: Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Inquiry: devise historically valid questions, understand the role of sources, identifying similarities/differences and significance 		<p><u>Geographical Comparison</u></p> <p>Place knowledge - 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</p> <p>Locational knowledge - using geographical language to describe locations</p> <p>Human and physical geography - comparing aspects of different locations</p>	

	<ul style="list-style-type: none"> - KS2 Locational Knowledge - 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 	<ul style="list-style-type: none"> from a period beyond 1066 that is significant in the locality. - National turning points which are significant in our own locality of Kent. Farming (yr3), industrialization - mining, factories (yr 4), railways (yr5), WWII (yr6) 	<ul style="list-style-type: none"> - Use timelines to develop sense of chronology, develop subject knowledge (events through the 'ages', source-based inquiry: Stonehenge, Amesbury Archer) 	<p>Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Comparing aspects of locations: weather, land type, land use, population, culture, language</p>
Year 4	<p><u>Geography: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - KS1 Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - KS2 Locational Knowledge - name and locate counties and cities of the United Kingdom, 	<p><u>History: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - A significant turning point in British history, for example, the first railways or the Battle of Britain - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - National turning points which are 	<p><u>History: Romans</u></p> <ul style="list-style-type: none"> - the Roman Empire and its impact on Britain - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Inquiry: devise historically valid questions, understand the role of sources, identifying similarities/differences and significance - Roman Empire, where the Roman invasion fits in time line, events of Roman invasion, Romanisation of Britain, source-based inquiry: Boudicca 	<p><u>Geography (physical): Mountains</u></p> <p>Human and physical geography - mountain formation, land use (impact of mountains)</p> <p>Locational knowledge - using geographical language to describe mountain locations</p> <p>Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Model mountain formation, focus on the impact of mountains - land use, tourism</p>

	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	significant in our own locality of Kent. Farming (yr3), industrialization - mining, factories (yr 4), railways (yr5), WWII (yr6)		
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Upper Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p><u>Geography: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - KS1 Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - KS2 Locational Knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their 	<p><u>History: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - A significant turning point in British history, for example, the first railways or the Battle of Britain - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - National turning points which are significant in our 	<p><u>History: Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and Scots - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Inquiry: devise historically valid questions, understand the role of sources, identifying similarities/differences and significance - How Anglo-Saxons and Scots fit into British timeline, Anglo-Saxon and Scots invasion, Anglo-Saxon settlement, lifestyle, culture, source-based inquiry: Sutton Hoo 	<p><u>Geography (physical): Rivers</u></p> <p>Human and physical geography - river formation, land use (impact of rivers)</p> <p>Locational knowledge - using geographical language to describe river locations</p> <p>Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Model river processes, focus on the impact of rivers - land use, settlements, flooding (Boscastle / Tewkesbury and Bangladesh)</p>		

	<p>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>	<p>own locality of Kent. Farming (yr3), industrialization - mining, factories (yr 4), railways (yr5), WWII (yr6)</p>		
Year 6	<p><u>Geography: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - KS1 Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - KS2 Locational Knowledge - 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 	<p><u>History: The United Kingdom (then and now)</u></p> <ul style="list-style-type: none"> - A significant turning point in British history, for example, the first railways or the Battle of Britain - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - National turning points which are significant in our own locality of Kent. Farming (yr3), industrialization - mining, factories (yr 4), railways (yr5), WWII (yr6) 	<p><u>History: Crime and Punishment</u></p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - - Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - Inquiry: devise historically valid questions, understand the role of sources, identifying similarities/differences and significance - Compare and contrast meaning of 'crime' in different time periods and their punishments, source-based historical inquiry 	<p><u>Geography (physical): Hazards</u></p> <p>Human and physical geography - formation of hazards, land use (tourism, impact)</p> <p>Locational knowledge - using geographical language to describe the location of hazards</p> <p>Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Model the formation of hazards, case studies: events, impacts, response, effects in different locations around the world - particular focus on contrasting impact in LDCs/MDCs</p>

	and rivers), and land-use patterns; and understand how some of these aspects have changed over time			
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