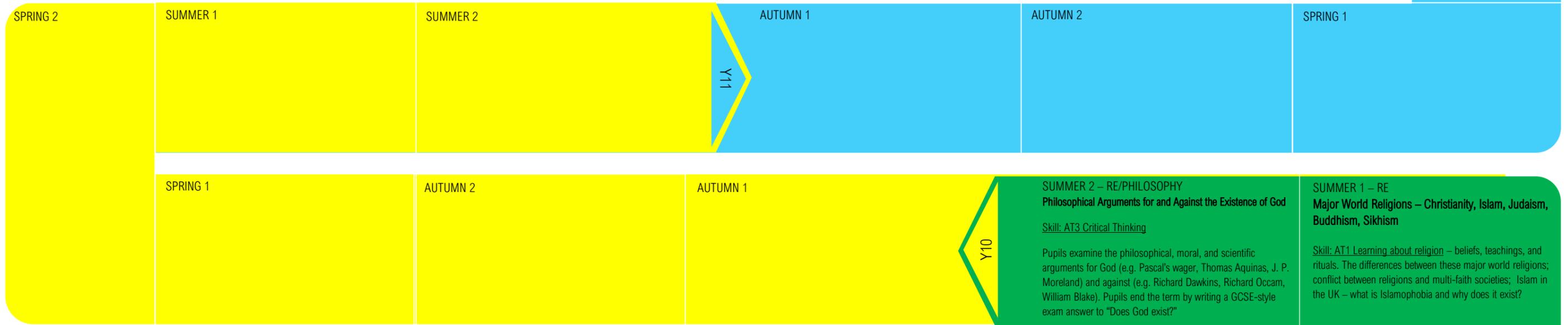
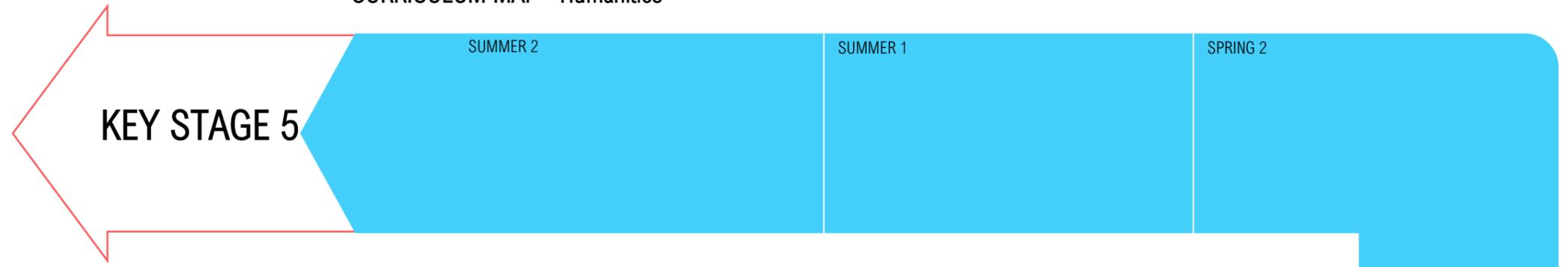




CURRICULUM MAP - Humanities



<p>SUMMER 1 – RE Major World Religions – Christianity, Islam, Judaism</p> <p><u>Skill: AT1 Learning about religion</u> – beliefs, teachings, and rituals. The differences between the three major world religions; conflict between religions and multi-faith societies</p>	<p>SUMMER 2 – RE Does God exist?</p> <p><u>Skills: AT2 Learning from others' beliefs & AT3 Critical Thinking</u> – learning about evidence for the existence of God, and the evidence against</p>	<p>AUTUMN 1 – HISTORY Early Tudors and the Rise of Henry VIII</p> <p><u>Source analysis skills</u> – What legacy did Henry VII leave for his heirs? What was Henry VIII like as a young man? Was he held in a positive or negative regard? Justifying historical opinions with evidence.</p>	<p>AUTUMN 2 – HISTORY Reformation and Religious Turmoil</p> <p><u>Analysing bias and making inferences</u> – Did people support Luther's reforms? Why did Henry want a reformation – for religion or personal gain? Why was Mary I so divisive: was she a tyrant or a just Queen?</p>	<p>SPRING 1 – GEOGRAPHY Coasts</p> <p><u>Map skills</u> – finding UK/world coastlines and geographical coastal features in atlases/maps <u>Geographical knowledge</u>: coastal erosion, destructive and constructive waves; fetch and wave strength; wave power; coastal erosion and coastal defences; an investigation into Holderness</p>	<p>SPRING 2 – GEOGRAPHY A Case Study of Japan</p> <p><u>Reading Charts and Graphs</u> – comparing different Asian countries to Japan; reading maps and pictograms <u>Geographical Knowledge</u> – GDP and economic growth; ecosystems; changes in Japan and Tokyo over time</p>
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<p>SPRING 2 – GEOGRAPHY Volcanoes & Earthquakes</p> <p><u>Graphs and Charts skills</u> – the world's most active volcanoes along fault lines; number of deaths and cost of damage caused by earthquakes <u>Geographical knowledge</u> – structure of the earth, tectonics, fault lines, structure of volcanoes; case study into Haiti earthquake of 2010</p>	<p>SPRING 1 – GEOGRAPHY Rivers</p> <p><u>Map skills</u> – finding UK/world rivers; plotting the long profile of a river on a map <u>Geographical knowledge</u>: hydrological cycle, long profile, stages, and features of a river; human usage of rivers; drainage basins and floodplains</p>	<p>AUTUMN 2 – HISTORY (The French Revolution) Historical interpretation (recognising bias); chronology</p> <p><u>The Reasons for the French Revolution</u> – pupils use source analysis to chronologise the events leading up to the start of the French Revolution; analysing sources for bias for and against the persecuted aristocracy; judging the veracity of historical sources in light of possible bias.</p>	<p>AUTUMN 1 – HISTORY (Louis XVI and Marie Antoinette) Historical interpretation (intermediate source analysis); cross-referencing</p> <p><u>The Court of Louis XVI</u> – analysing primary and secondary sources to ascertain what life was like for royalty and the nobility at Versailles, compared to the life of The Third Estate; using source material to find out details about the personalities of Louis XVI and Marie Antoinette</p>	<p>SUMMER 2 – RE Skill AT2: Learning from others' beliefs Skill AT3: Critical Thinking</p> <p>Miracles: how does Christianity and Islam differ and align in their view of miracles?</p> <p>Are miracles evidence of God, or can they be explained without the benefit of the supernatural?</p>	<p>SUMMER 1 – RE Skill: AT1 Learning about religion</p> <p>Beliefs, teachings, and rituals. The differences between the three major world religions (Christianity, Islam, and Hinduism).</p>
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<p>AUTUMN 1 – HISTORY (The Tudors) Historical interpretation (basic source analysis); cross-referencing</p> <p><u>England in 1509 & Henry VIII</u> – analysing primary and secondary sources to ascertain: what life was like for people in 1509, Henry VIII's personality, personal details about Henry VIII's six wives; the reasons why Henry VIII enacted the Reformation in England.</p>	<p>AUTUMN 2 – HISTORY (The Tudors) Historical interpretation (recognising bias); making inferences</p> <p><u>The Tudor Queens</u> – identifying bias in historical sources about Mary I and Elizabeth I; using historical knowledge to make inferences and draw conclusions about the successes and failures of the reigns of Elizabeth and Mary.</p>	<p>SPRING 1 – GEOGRAPHY (Rivers) Geographical skills; locational knowledge; physical geography</p> <p><u>Locational knowledge/geog. skills</u> – using maps/atlases to locate rivers in the UK <u>Physical geography</u>: hydrological cycle, long profile, stages and features of a river</p>	<p>SPRING 2 – GEOGRAPHY (Volcanoes & Earthquakes) Place knowledge; physical geography</p> <p><u>Place knowledge/geog. skills</u> – plotting the world's most active volcanoes along fault lines; using charts and graphs to measure the effects of volcanoes and earthquakes in <u>Geographical knowledge</u> – structure of the earth, tectonics, fault lines, structure of volcanoes</p>
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SUMMER 2

HISTORY: Ancient Greece – Education, Aesop, Slavery, The Ancient Olympics, Democracy

Historical Knowledge/Enquiry: Use second-hand source material to ascertain what life was like for a school-age child in Ancient Greece; ditto for a slave in Ancient Greece – develop an understanding of the term “slavery

Chronology: Understand the key events in the development of democracy in the relevant Ancient Greek states.

GEOGRPAHY: Earth Matters – Climate Zones and Biomes

Geographical Enquiry: Describe and understand key aspects of climate zones, biomes, and vegetation belts.

Map Skills/Location/Direction – Locate famous biomes around the world on a map; create maps of biomes using a key to highlight noteworthy physical features

SUMMER 1

HISTORY: Ancient Greece – Timeline, Empire, Trade, Home Life, Buildings, Parthenon Marbles

Historical Knowledge/Chronology: Understand Ancient Greece, Greek life, their achievements, and influence on the western world.

Historical Enquiry: Gain and deploy a historically grounded understanding of abstract terms such as ‘economy’.

GEOGRPAHY: Earth Matters – Earthquakes

Geographical Enquiry: Describe and understand key aspects of physical geography including earthquakes

Map Skills/Location: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, incl. the locations of some famous earthquakes from history

Geographical Enquiry: Analyse post-earthquake reports to ascertain the effects of the quake on the affected people and locations

SPRING 2

HISTORY: Earliest Civilisations – Egyptian Tombs, Mythology, Daily Life, The Nile

Historical Enquiry: Understanding the connections between cultural, religious and social history; Understand the methods of historical enquiry by focusing on the fieldwork methods of Egyptologists; using imagery and second-hand sources to ascertain the day-to-day life of an ancient Egyptian

Historical Knowledge: Know the location, purpose, and features of Tutankhamun’s tomb; develop an understanding of 2-3 figures in the Egyptian pantheon

GEOGRAPHY: Earth Matters – Mountains

Geographical Enquiry: Describe and understand key aspects of physical geography including volcanoes.

Map Skills/Location: Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.

SPRING 1

HISTORY: Earliest Civilisations – Introduction to Ancient Egypt, Egyptologists, Pharaohs and Pyramids

Historical Knowledge: Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.

Historical Interpretations: Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short- and long-term timescales.

Historical Enquiry: Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ and ‘civilisation’.

GEOGRAPHY: Earth Matters – Volcanoes

Geographical Enquiry: To describe and understand key aspects of physical geography including the geology and climates of mountain ranges.

Map Skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

SUMMER 1

HISTORY: Child’s perspective of WW2: How it began. Dunkirk and the Little Ships, The Battle of Britain

Chronology: Develop a chronologically secure knowledge and understanding of British and World history – the events that led to The Battle of Britain

Historical Enquiry: Address historically valid questions about change, cause, similarity, difference and significance.

Historical Knowledge: Study an aspect or theme in British history (Dunkirk).

GEOGRAPHY: Coasts- Where the land meets the sea

Geographical Enquiry: To describe and understand key aspects of physical geography, including coasts, cliffs and beaches; to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Map Skills, Graphs and Charts, Location: To 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.

SUMMER 2 World War 2 A Child's Eye View from the Home Front

HISTORY: Child’s perspective of WW2: Evacuees, Rationing, Victory

Chronology/Historical Knowledge: Continue to develop a chronologically secure knowledge and understanding of the latter years of WW2, including the Blitz, evacuations, and D-Day

Historical Enquiry: Develop source analysis skills to ascertain what life was like for children during the Blitz. Extension work includes similarities of experiences for Children in Germany whose lives were affected by the RAF bombing campaigns in German cities (e.g., Dresden)

GEOGRPAHY: Mountains, Rivers, and Coasts - Mountain Views, Oh I do like to be beside the seaside

Map Skills/Location: Pupils learn how to use basic map grid squares to learn how to locate notable mountains, coasts, and rivers

Geographical Enquiry: Use maps, diagrams, globes, aerial photographs, and Geographical Information Systems to ascertain how humans have altered and used mountainous/coastal/rivieras

UKS 2

AUTUMN 1

HISTORY: Stone Age to the Iron Age – Hunter-gatherers to farmers; technology and tools

Chronology: Be able to chronologically arrange the historical events and developments that led to the development of the Iron Age in Britain; use historically accurate terms to describe the process

Historical Knowledge/Enquiry: Know about changes in Britain from the Stone Age to the Iron Age, including comparing and contrasting life in a Mesolithic settlement – Star Carr – to life in a Neolithic settlement – Skara Brae.

GEOGRPAHY: Earth Matters – The Water Cycle and Coasts

Geographical Enquiry: Form an understanding of the water cycle, creating simple models of it.

Map Skills/Location/Direction – Explore and discuss coastal features and processes and the impacts of coastal erosion.

AUTUMN 2

HISTORY: Stone Age to the Iron Age – Development of Stonehenge and its religious importance, Iron Age Life, Hill forts, Iron Age art and culture

Chronology: Develop a chronologically secure knowledge of the creation and technological developments of Iron Age forts

Historical Knowledge/Historical Enquiry: Know about changes in Britain from the Stone Age to the Iron Age, including Bronze Age religion, technology, and travel – Stonehenge. Know about changes in Britain from the Stone Age to the Iron Age, including Iron Age Life.

Historical Enquiry: Devise historically valid questions and investigate answers from a range of sources relating to life of a farmer in the Iron Age

GEOGRAPHY: Earth Matters – The Water Cycle and Rivers

Geographical Enquiry: Describe and understand key aspects of physical geography, including rivers and the water cycle.

Location/Map Skills: Locate famous rivers in the UK using comparative compass directions (e.g., “North of Bristol”); drawing the approximate location of a river’s source on a drawn map

SPRING 2

HISTORY: Anglo-Saxons Beliefs, Art and Culture, Kings and Laws

Interpretations of History: Understand connections between cultural, social and military history.

Historical Knowledge: Understand how people’s lives have shaped Britain understand historical concepts such as continuity and change, and cause and consequence.

Chronology: Gain historical perspective by understanding the connections between cultural, military and social history, and between short- and long-term timescales.

GEOGRAPHY: Living in the Mountains

Geographical Enquiry: compare human and physical geography of an area in the UK and another, foreign mountainous region; describe and understand climate zones, trade links, and the provenance of natural resources incl. water, food, and energy

Map Skills; Location: Locate the world’s major countries, capitals, landmarks and mountains/mountain ranges

SPRING 1

HISTORY: Introduction to the Anglo-Saxons, Settlements, Invasions

Historical Knowledge: Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation.

Interpretations of history: Understand cause and consequence. Gain historical perspective by placing their knowledge into different contexts. Understand how Britain has been influenced by the wider world.

Chronology: Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales.

GEOGRAPHY: Mountains - What Are They?

Geographical Enquiry: Describe and understand key aspects of physical geography, including mountains and volcanoes; understand geographical similarities and differences through the study of physical geography of a region in Europe and a region within North or South America.

Direction/Location: Locate the world’s countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres,

AUTUMN 2

HISTORY: Stone Age to the Iron Age - Religion and Ritual, Homes and Everyday Life, Culture and Art

Interpretations of History: Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Historical Enquiry: Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).

GEOGRAPHY: Rivers for People

Geographical Enquiry: Describe and understand key aspects of human and physical geography including land use and rivers; Describe and understand key aspects of: physical geography including rivers, vegetation belts, settlement, land use and the distribution of water.

Map Skills: Use maps and atlases to locate and describe features studied.

Describe and understand key aspects of human geography including, settlement, land use and the distribution of water.

AUTUMN 1

HISTORY: Stone Age to the Iron Age - Introduction to Stone Age Britain to Iron Age Britain, Food, Technology, Tools and Inventions

Chronology: Sequence at least 5 different events in Britain’s Iron Age history, from 750BC to the arrival of the Romans in AD43

Historical Knowledge: Identify changes in Britain from the Stone Age to the Iron Age (e.g. change in weaponry – flint arrow heads to iron arrow heads)

Historical Enquiry: Answer questions about Britain’s Iron Age past based on simple observations of one historical source

GEOGRAPHY: Mountains, Rivers, and Coasts

Geographical Enquiry: Understand and describe the key aspects of physical geography including rivers, mountains and the water cycle. Extend knowledge to include the location and characteristics of a range of the world’s most significant human and physical characteristics.

Map Skills: Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied; learn compass directions N,S,E, & W
Location: Use atlases, globes and digital/computer mapping to locate countries and describe features.

UKS 2