



# Whole School Humanities Planning

## Yearly Long-Term Plan

### *Geography and History*

*By studying the **Humanities**, students build skills in critical thinking, research, reading, and writing, which help to create effective oral and written communicators.*

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1</b>	<b>Rain, rain, go away!</b> Weather & Seasons	<b>I want to play!</b> Toys	<b>Your Royal Highness</b> Kings and Queens	<b>Where do my wellies take me?</b> Weather & Seasons	<b>When will I be famous?</b> Famous Historical Figures	<b>The wheels on the bus go round and round!</b> Our Locality
Big Question	<b>Big Question</b> Why can't a meerkat live in the North Pole?	<b>Big Question</b> Did my grandparents play with an iPad?	<b>Big Question</b> What do Kings and Queens do every day?	<b>Big Question</b> Where do my wellies take me?	<b>Big Question</b> Who was famous when my grown-ups were little?	<b>Big Question</b> Where do, and did, the wheels on the bus go?
Geography	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 N / S poles.			Use world maps, atlases and globes to identify the UK and its countries  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Use world maps, atlases and globes to identify the UK and its countries
History		Changes within living memory-revealing aspects of change in national life	Children will develop an understanding of chronology and identify how things have changed or stayed the same.		The lives of significant individuals in Britain's past who have contributed to nation's achievements. Nelson Mandela, Princess Diana.	Pupils should begin to develop awareness of the past and the ways in which it is similar to and different from the past.
Key Humanities Vocabulary	Equator, poles, centigrade, meerkats, Kalahari, freezing point	Chronology, evidence, artefact, opinion, old, new, long time ago	Monarch, highness, royalty, historical,	Locality, weather, seasonal change,	Before/after, historical event, explain, research	Compass, directions, near, far, features, maps, locality

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<b>2</b>	<b>London's Burning!</b>	<b>I want to be an astronaut!</b>	<b>Help is at hand! (Florence Nightingale)</b>	<b>Marvellous Mapping</b>	<b>What a Wonderful World!</b>	<b>Would you come down to the woods today?</b>
<b>Big Question</b>	<b>Big Question</b> Who started the Great Fire of London in 1666?	<b>Big Question</b> Who was the first man on the moon?	<b>Big Question</b> How did Florence Nightingale make a difference?	<b>Big Question</b> What is a map and how do I use it correctly?	<b>Big Question</b> Does Kenya have a viaduct like Stockport?	<b>Big Question</b> What would you see if you went to the woods?
<b>Geography</b>				Name and locate the seven continents of the world using an atlas or globe Name and locate the five oceans Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	I can construct basic symbols in a key I can identify the location of hot and cold areas of the World I can locate the equator on a globe and map I can locate the position of the north and south poles on a globe and map I can use observational skills and fieldwork to study a locality outside of school	I can use aerial photographs to recognise landmarks and human and physical features I can use 4 compass points to describe direction and location, using a map
<b>History</b>	To use written resources including primary sources, to understand the importance of significant events (fire of London) To chronologically order significant events in a timeline To explain the differences between life in the past and life today (Stockport, London)	To understand how a significant event in living memory has impacted on global living (space travel and first flights) To understand a significant national event beyond living memory (great fire of London, moon landing) To chronologically order significant events in a timeline	To explain how individuals from the past have contributed to national and international achievements and explain the impact To chronologically order significant events in a timeline		To understand and compare the impact of changes on a significant locality from the past to today (Stockport) Identify seasonal and daily weather patterns in the UK. Identify the key human and physical features of a locality	
<b>Key Humanities Vocabulary</b>	History, London, Guy Fawkes, gun powder plot,	Moon, space, travel, rocket, astronaut, event, historical figure, chronology	Florence nightingale, chronology, help, nursing, Crimean war, hospital, significant change, Italy,	Map, locations, atlas, globe, world, ocean, physical features (coastal and town)	Key, symbols, map, equator, north and south pile, observe, locality, Africa	Physical features, map, locations, atlas, globe, world, ocean, compass, landmark, country, UK, capital, London

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<b>3</b>	<b>Brilliant Britain</b>	<b>Stones and Bones</b> Stone age to Iron age	<b>Groovy Greeks</b>	<b>Mad Hatters</b>	<b>European Explorers</b>	<b>What on Earth...?</b>
<b>Big Question</b>	<b>Big Question</b> What makes Britain brilliant?	<b>Big Question</b> Who first lived in Britain?	<b>Big Question</b> How did the Ancient Greeks change the world?	<b>Big Question</b> How do you make a hat?	<b>Big Question</b> Who was the most famous European Explorer?	<b>Big Question</b> What makes the Earth angry?
<b>Geography</b>	Describe and understand the key aspects of a selected biome Use maps, globes and electronic maps to locate countries and describe features studied Name and locate countries and cities in the UK and the geographical regions. Use maps, globes and electronic maps to locate countries and describe features studied Create a simple scale drawing Use standard symbols, and understand the importance of a key			Describe and understand aspects of human geography, land use, economic activity, including trade links  Identify human and physical characteristics, what land was used for and begin to understand how these have changed over time  Types of settlements in modern Britain: villages, towns, cities.	Locate a country in Europe and describe the key physical and human characteristics.  Focus on environmental regions, key physical and human characteristics, countries and major cities. Compare the similarities of the UK and a region in a European country.  Beginning to use fieldwork to observe, measure and record the human and physical features of our local area, by making sketch maps, graphs and using digital technology, e.g. cameras	Similarities and differences through the study of human and physical geography of a region or area of the UK and a region or area in a European country.  Compare the similarities of the UK and a region in a European country.  Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
<b>History</b>		To understand the significance of an event beyond living memory and explain why it is important (Greeks/Stone Age to Iron Age)	To chronologically order key events in the lives of individuals To chronologically order artefacts on a timeline	To understand the impact of changes on our local community (Stockport) To identify local people of historical significance and say why they are important in our local area To use photographs to explain how changes have been made to our local area.		
<b>Key Humanities Vocabulary</b>	Map, globe, scale drawing, key, symbols, UK regions, key features, Britain,	Ancient, century, specific, chronology, invaders, settlers, battle, conquer, religions, information finding	Empire, democracy, slaves, government, citizen, enemies, armour, weapons, tactics, Persian, stadium, acropolis, temple	Period, historical event, interpret, record, form opinions. Evidence, sources, similarities/differences	Explorer, country, border, compare, regions, movement	Volcano, earthquake, physical features, explain, describe, well know European countries

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<b>4</b>	<b>Rotten Romans</b>	<b>Tomb Raiders</b> (Ancient Egyptians)	<b>All around the world</b>	<b>The Battle of Britain</b>	<b>Fairtrade Farmers</b>	<b>The Wonder of Water</b>
<b>Big Question</b>	<b>Big Question</b> Why did the Romans invade Britain?	<b>Big Question</b> Who was the first Egyptian mummy?	<b>Big Question</b> Can you locate the biggest continent in the world?	<b>Big Question</b> What led to the destruction of many cities in the UK in the 1940s?	<b>Big Question</b> What is the difference between fair trade and unfair trade?	<b>Big Question</b> Where does the water in the tap come from?
<b>Geography</b>		Links to the 4 civilisations in terms of geographical points around the world.	Locate World's countries using maps, concentrating on the key physical and human features. Use maps, globes and electronic maps to locate countries and describe features studied	Locate different parts of the UK that were affected by the destruction of the Blitz	Describe and understand key features of human geography including trade links and natural resources and food sources of the area linking to Romans.	Understand how regions of the UK have changed over time  Understand the physical and human similarities of a region of the UK and a region outside of the EU
<b>History</b>	Use maps and primary resources to pinpoint where Romans invaded Britain.  Use a range of resources, including oral accounts to understand changes over time.  Understanding how Romans impacted on life in Britain through primary and secondary resources	To use and understand the term AD and BC  Place culture studied on a historical timeline and understand where they fit in relation to other events in History.  Use World Atlases to pinpoint where the 4 ancient civilisations lived in the world.		Understand the key events that happened through WW2 Understand what life was like for Britain's, during WW2 and make comparisons to life before and after Research a significant turning point in Britain that led to the battle of Britain.		
<b>Key Humanities Vocabulary</b>	Rome, gladiator, Spartans, chariots, colosseum, emperor	Mummification, pyramids, sarcophagus, sphinx, 4 civilisations, ancient world, Ancient Sumer, Shang Dynasty of China, Indus Valley,	World, continent, country, region, city, town, maps, physical feature, human feature,	Event, period, B.C, A.D, decade, timeline, evidence, fact, century, weapon, invention, wealthy, historical argument, accurate	Fair trade, Trade, Fair, Unfair, Chocolate, Cocoa, Cocoa beans, Farmer, Producer, Farm, Seller,	evaporation, transpiration, condensation, precipitation, and runoff, rivers, banks, coasts, sea, erosion, reservoir, streams

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5	<b>Shakes and Quakes</b>	<b>Mysterious Mayans</b>	<b>Traders and Raiders (Anglo Saxons and Vikings)</b>	<b>Trade and Economics</b>	<b>Sensational Stockport (Local history study)</b>	
<b>Big Question</b>	<b>Big Question:</b> Does the UK experience earthquakes?	<b>Big Question:</b> What caused the demise of the Maya?	<b>Big Question:</b> Why did the Vikings come to Britain?	<b>Big Question:</b> How has trading changed over time?	<b>Big Questions:</b> Geography: Where does the River Mersey go? History: Why is Stockport such a cool place to live?	
<b>Geography</b>	Identify the position of the equator, N hemisphere, S Hemisphere, Artic, Antarctic. Use the eight points of a compass Use four and six figure grid references Locate the World's countries using maps (Focus on European countries and their capital cities) Draw a sketch map using symbols and a key			Use maps, atlases, globes and electronic maps to locate countries and areas studied.  Understand how regions of the UK have changed over time  Compare key physical and human characteristics of countries and major cities.	<a href="#">Rivers and their features</a>  Understand keys and symbols in ordinance survey maps to build their knowledge of the UK.  Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods.	
<b>History</b>		Use a timeline to chronologically order events in British History.  Place the Mayans on a timeline in chronological relation to other periods in British History.	Identify and discuss the role Vikings in early Britain  Understand the key events that happened throughout Viking Britain  Understand the sources we use to find out about Viking settlers and understand their society.  Use aerial photos, alongside normal photographs and images to identify changes to settlements		<b>Industrial Revolution</b>  Use a range of resources including images, primary, secondary resources to identify historical changes in a UK city.	
<b>Key Humanities Vocabulary</b>	Tremors, richer scale, magnitude, core, magma, crust, plates	Mayans, maize, cocoa, sacrifice, temples, Pacal, Chichen Itza	Valhalla, longboats, Lindesfarne, Scandinavia, runes,	Cultural, economic, settlements, compare, contrast, change over time	Rivers, meanders, floodplain, silt, estuary, mouth, flow, erosion, water cycle,	

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<b>6</b>	<b>Wonders of the World</b> Geography	<b>Do your bit! (WW1)</b> History	<b>Let's go on a journey</b> (Our Changing World) Geography	<b>Guilty or Not Guilty?</b> (Crime and Punishment) History		<b>Japan</b>
<b>Big Question</b>	Big Question <b>What would it be like to live in a different continent?</b>	Big Question <b>Did everyone go to war?</b>	Big Question <b>Which way does a river go?</b>	Big Question <b>What happens when you commit a crime?</b>		Big Question <b>How does Japanese Island life differ to ours?</b>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and electronic maps to locate countries and areas studied (Rainforests)</li> <li>Understand the significance of longitude, latitude, Equator, N and S Hemisphere, Arctic, Antarctic, Tropics, Prime (GMT) and time zones.</li> <li>Understand the similarities and differences of a region within the UK and another region in the world, looking at human and physical geography.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a variety of world regions</li> </ul>		<ul style="list-style-type: none"> <li>Use the eight-point compass</li> <li>Use four and six grid references</li> <li>Understand symbols and keys on Ordnance Survey maps to build knowledge of the wider world.</li> </ul>			<ul style="list-style-type: none"> <li>Use maps, atlases, globes and electronic maps to locate countries and areas studied</li> <li>Understand geographical similarities and differences through the study of human and physical geography of Japan</li> <li>Climate biomes, weather patterns, tsunamis, plants, compare city features to Stockport, home features</li> </ul>
<b>History</b>		<ul style="list-style-type: none"> <li>Understand the key events that happened through a time in history</li> <li>Understand what life was like for Britain's during significant time and make comparisons to life before and after</li> <li>Understand the lasting impact WW1 had and what life was like for the men and women living during that time</li> <li>Understand significant events of other wars in Britain and their impact</li> <li>How a significant figure in history has had a lasting impact on life in Britain</li> </ul>		<ul style="list-style-type: none"> <li>Understand the chronology of history taught across school</li> <li>Devise higher order questions and use secondary sources to answer</li> <li>Use a range of resources, including oral evidence to examine the impact of WW1 on Britain and how crime and punishment has changed over time</li> <li>Identify the similarities and differences between the justice system in past and present (draw on previous years learning e.g. Romans)</li> </ul>		<ul style="list-style-type: none"> <li>Brief history of Japan (Olympics link)</li> <li>Compare Japan now and 100 years ago – what does Tokyo look like then and now?</li> </ul>
<b>Key Humanities Vocab</b>	Tributary, confluence, meander, biomes, climate zones, Global warming Latitude, Longitude North/ South hemisphere Tropics of Capricorn and Cancer, Time differences	long arc of time, Legacy turning point, era/period,	6 figure grid reference, Climate change, Ordnance Survey, Geographical Information Systems, rivers, water, flow,	Propaganda, Bias, Society, Empire, Point of view Objectivity, Subjectivity, Consequences, Legacy, Modern British Values, Laws, diversity, society, BC/AD, influence, significant impact		Art and culture, diversity, identity, relationships, significance, economy (Olympic links to the four early civilisations)