



# 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. Education in the **Humanities** benefits students by helping them to communicate with the non-academic world.*

## Our History Curriculum

At St Matthew's we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

### Intent

At St Matthew's, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

### Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Matthew's, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in depth study of the locality in Upper Key Stage 2.

### Impact

The impact and measure of this is to ensure that children at St Matthew's are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

## Our Geography Curriculum

At St Matthew's CE Primary School, we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

### Intent

At St Matthew's, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

### Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Matthew's, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.

### Impact

The impact and measure of this is to ensure that children at St Matthew's are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Marvellous Me!	999 – to the rescue!	Brrrr...it's too cold!	Paws, Claws and Whiskers	Gardens after dark	A land before time
Geography	<p><b>Autumn Term:</b> <i>All about me:</i></p> <ul style="list-style-type: none"> <li>Look at where we live, describe features we see on the way to school.</li> <li>Draw my route to school.</li> <li>Explore the school, where are the different rooms in relation to one another. What happens in each room?</li> <li>Explore the school grounds, look at features of our school environment.</li> <li>Look at maps of Edgeley (paper, Digimap and Google Earth) explore and discuss the features found on local maps.</li> <li>Discussing where we were born and where our extended family live using world maps/globes for support.</li> </ul> <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> <li>Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> <li>Explore harvest time in the UK and farming at harvest time.</li> <li>Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li> <li>Observe and explain decomposition of pumpkins</li> </ul>		<p><b>Spring Term:</b> <i>Seasonal Changes – Winter &amp; Spring:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the winter/spring.</li> <li>Explore compare/contrast our environment with polar regions.</li> <li>Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>Observe, question and draw spring plants/spring growth.</li> <li>Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>Conduct Winter/Spring walk around School grounds.</li> </ul> <p><i>Around the world:</i></p> <ul style="list-style-type: none"> <li>Explore compare/contrast our environment with Australia, polar regions and Africa.</li> <li>Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</li> <li>Knowing where different animals come from.</li> <li>Explore, compare, contrast and discuss life, living and schools in UK and Africa.</li> </ul> <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>Introduce London as the capital of England.</li> <li>Name features around the UK (farm, beach, mountains, woodland etc).</li> </ul>		<p><b>Summer Term:</b> <i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>Observe seasonal weather changes in the summer</li> <li>Explore, observe and identify UK minibeasts.</li> </ul>	
	<p><b>Festivals:</b> Explore festival origins/celebrations across the world, using a world map/globe.</p>					
History	<p><b>Autumn Term:</b> <i>All about me:</i></p> <ul style="list-style-type: none"> <li>Discussing our families, recounting fun family experiences in our past.</li> <li>Thinking about changes in our life as we grow and get older.</li> <li>Look at our school rounds and the history/changes within our school.</li> <li>Look at how homes have changed over time. Compare own homes to those from the past.</li> </ul> <p><i>Autumn Festivals:</i></p> <ul style="list-style-type: none"> <li>Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle.</li> </ul>		<p><b>Spring Term:</b> <i>Toys:</i></p> <ul style="list-style-type: none"> <li>Explore, compare and contrast toys past and present</li> <li>Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys.</li> <li>Recount experiences of Christmas and toys received</li> <li><i>Compare stories – modern and traditional.</i></li> </ul> <p><i>Spring Festivals</i></p> <ul style="list-style-type: none"> <li>Explore festivals and family traditions from different cultures inc: Easter and Holi</li> <li>Exploring family traditions of Shrove Tuesday</li> <li>Explore the festival and family traditions of Chinese New Year</li> </ul>		<p><b>Summer Term:</b> <i>Dinosaurs:</i></p> <ul style="list-style-type: none"> <li>Exploring the life of Mary Anning</li> <li>Recounting the extinction of the dinosaurs using non-fiction texts.</li> <li>Talk about how I know that dinosaurs lived a very long time ago</li> </ul>	
	<p><b>General learning throughout the year:</b></p> <ul style="list-style-type: none"> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.</li> <li>Learning about the family traditions of children in class from different cultural backgrounds.</li> </ul>					
Key Vocab	<p>Edgeley, Stockport, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa, community, jobs, doctor, teacher, shop, park, binmen, carers, road, map, Harvest, seasons, Autumn, Winter, Spring, Summer, weather, Farm, beach, countryside, moors Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes.</p>					

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1</b>	<b>Rain or Shine: The Weather in Our World</b>	<b>Let's go to the shops!</b>	<b>Kings and Queens</b>	<b>Local Area Study: Edgeley</b>	<b>Faster, Faster!</b>	<b>The United Kingdom</b>
Big Question	<i>Why can't a meerkat live in the North Pole?</i>	<i>Has the Coop always been on Castle Street?</i>	<i>What was the life of a Royal Monarch like?</i>	<i>Where do I live and what can I see there?</i>	<i>How has transport changed over time?</i>	<i>What is the UK and where in the world in the UK?</i>
Geography	<p><b>Place Knowledge</b> -understand geographical similarities and differences through studying the 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><b>Human and Physical Geography</b> -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><b>Geographical Fieldwork and Skills</b> -use simple compass directions (North, South, East and West) and <b>locational and directional language</b> 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 -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>Locational Knowledge</b> -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (<b>Irish Sea, English Channel, North Sea, North Atlantic Ocean</b>)</p> <p><b>Human and Physical Geography</b> -use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical Fieldwork and 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>
History		-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	-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 -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		-events beyond living memory that are significant nationally or globally -significant historical events, people and places in their own locality -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	
Key Humanities Vocabulary	Equator, poles, centigrade, meerkats, Kalahari, freezing point, weather, seasonal change	Chronology, evidence, artefact, opinion, old, new, long time ago	Monarch, highness, royalty, historical, King, Queen, Castle, chronology	Locality, local area, map, aerial view, road, North, South, East, West	Before/after, historical event, explain, research, old, new, transport, locomotive, significant individual	Compass, directions, near, far, features, maps, coast, city, town, village, port, harbour, shops

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>2</b>	<b>London's Burning!</b>	<b>Marvellous Mapping</b>	<b>Help is at hand!</b>	<b>I want to be an astronaut!</b>	<b>How the world works</b>	<b>I do like to be beside the seaside</b>
<b>Big Question</b>	<i>How did the Great Fire of London effect the city?</i>	<i>What are the main countries of the UK and how do they differ?</i>	<i>How did Florence Nightingale make a difference?</i>	<i>What is the job of an astronaut?</i>	<i>How is Wamba different to Stockport?</i>	<i>How do landmarks differ between a town and the coast?</i>
<b>Geography</b>	History Link – I can use aerial photographs to recognise landmarks and human and physical features and construct basic symbols in a key	<b>Location Knowledge</b> -name and locate the world's 7 continents and 5 oceans -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Irish Sea, English Channel, North Sea, North Atlantic Ocean)	Geography Link - I can understand and compare the impact of changes on a significant locality from the past to today		<b>Place Knowledge</b> -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <b>Human and Physical Geography</b> -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 -use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather	<b>Geographical Fieldwork and Skills</b> -use simple compass directions (North, South, East and West) and <b>locational and directional language</b> to describe the location of features and routes on a map -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. -use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather
<b>History</b>	- events beyond living memory that are significant nationally or globally (GFoL) - Chronologically order different key events on a timeline		-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 (Florence Nightingale and links to Mary Seacole)	-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -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 (Neil Armstrong)		
<b>Key Humanities Vocabulary</b>	History, London, Guy Fawkes, gun powder plot,	Physical features, map, locations, atlas, globe, world, ocean, compass, landmark, country, UK, capital, London	Florence nightingale, chronology, help, nursing, Crimean war, hospital, significant change, Italy,	Moon, space, travel, rocket, astronaut, event, historical figure, chronology	Key, symbols, map, equator, north and south pile, observe, locality, Africa	Map, locations, atlas, globe, world, ocean, physical features (coastal and town)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3</b>	<b>Stones and Bones</b>	<b>Where do we come from?</b>	<b>Groovy Greeks</b>	<b>Mad Hatters</b>	<b>European Explorers</b>	<b>What on Earth...?</b>
Big Question	<i>Who first lived in Britain?</i>	<i>Why are there so many lakes in the North West?</i>	<i>How did the Ancient Greeks change the world?</i>	<i>What is the significance of hats in Stockport?</i>	<i>How does life in Italy differ to the UK?</i>	<i>What makes the earth angry?</i>
Geography	Human geography, including: types of settlement and land use	<u>Place Knowledge</u> Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom			<u>Locational knowledge</u> Pupils should be taught to 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	<u>Human and physical geography</u> Pupils should be taught to describe and understand key aspects of: physical geography, including: mountains and volcanoes Human geography, including: types of settlement and land use
History	<b>Pupils should be taught about changes in Britain from Stone Age to Iron Age</b> Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture		<b>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>	<b>Pupils should be taught a local history study – The Hat Works and its significance to Stockport</b>		
Key Humanities Vocabulary	Ancient, century, specific, chronology, invaders, settlers, battle, conquer, religions, information finding	Map, globe, scale drawing, key, symbols, UK regions, key features, Britain, North West	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

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>4</b>	<b>Rotten Romans</b>	<b>The Battle of Britain – The Blitz</b>	<b>How the world works?</b>	<b>Tomb Raiders – Ancient Civilizations</b>	<b>Global Goods</b>	<b>The Wonder of Water</b>
Big Question	<i>Why did the Romans invade Britain?</i>	<i>How did WWII impact life in Britain?</i>	<i>How do the lines of latitude and longitude help us to travel?</i>	<i>How was life different in the ancient world?</i>	<i>How does my lunch get here?</i>	<i>Where does the water in the tap come from?</i>
Geography			<p><u>Locational Knowledge</u> Pupils should be taught 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>	<p><u>Geography Link</u> Locate different parts of the UK that were affected by the destruction of the Blitz</p>	<p><u>Human and physical geography</u> Describe and understand key aspects of: -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><u>Human and physical geography</u> Describe and understand key aspects of: -physical geography, including: the water cycle <u>Geographical skills and fieldwork</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
History	<p><b>Pupils should be taught about the Roman Empire and its impact on Britain</b> Examples (non-statutory) This could include: ♣ Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p><b>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> Examples (non-statutory): a significant turning point in British history, for example, the first railways or the Battle of Britain</p>		<p><b>Pupils should be taught the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</b></p>		
Key Humanities Vocabulary	Rome, gladiator, Spartans, chariots, colosseum, emperor	Event, period, B.C, A.D, decade, timeline, evidence, fact, century, weapon, invention, wealthy, historical argument, accurate	World, continent, country, region, city, town, maps, physical feature, human feature, longitude, latitude, tropics, locational knowledge vocab	Mummification, pyramids, sarcophagus, sphinx, 4 civilisations, ancient world, Ancient Sumer, Shang Dynasty of China, Indus Valley,	Fair trade, Trade, Fair, Unfair, Chocolate, Cocoa, Cocoa beans, Farmer, Producer, Farm, Seller, distribution, resources	evaporation, transpiration, condensation, precipitation, and runoff, rivers, banks, coasts, sea, erosion, reservoir, streams



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>5</b>	<b>Globe Trotters... We're off to North America</b>	<b>Mysterious Mayans</b>	<b>Traders and Raiders (History with geographical features) Anglo-Saxons &amp; Vikings</b>		<b>Raging Rivers (including a study of the River Mersey)</b>	<b>Shakes and Quakes</b>
Big Question	<i>How does life differ in Cuyahoga Falls to life in Stockport?</i>	<i>What caused the demise of the Maya?</i>	<i>Why did the Anglo Saxons come to Britain? Were the Vikings really villains?</i>		<i>Where does the River Mersey go?</i>	<i>What happens when there is an earthquake?</i>
Geography	<p><b>Locational Knowledge</b> Pupils can locate North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North America</p> <p><b>Geographical skills and Fieldwork</b> Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Geographical skills and Fieldwork</b> Pupils should be taught to use the eight points of a compass, four and six-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>Human and Physical Geography</b> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and Fieldwork</b> Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>Human and Physical Geography</b> Describe and understand key aspects of: physical geography, including: earthquakes and rivers.</p> <p>Pupils should be taught 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, plans and graphs, and digital technologies</p>	<p><b>Human and Physical Geography</b> Describe and understand key aspects of: physical geography, including: earthquakes and rivers</p>
History		Pupils should be taught about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  Examples (non-statutory) This could include: ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066			
Key Humanities Vocabulary	Biomes, countries, states, landmarks, environmental regions, contrast, major city	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,	Tremors, richer scale, magnitude, core, magma, crust, plates

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>6</b>	<b>An Island we call home</b>	<b>Do your bit!</b>	<b>Crime and Punishment</b>		<b>Globe Trotters We're off to South America!</b>	
Big Question	<i>What is the difference between a county and a city?</i>	<i>Did everyone have to go to war?</i>	<i>Why have punishments changed over time?</i>		<i>Why is South America referred to as the continent of extremes?</i>	
Geography	<p><b><u>Locational Knowledge</u></b> I can 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> <p><b><u>Geographical Skills and Fieldwork</u></b> I can use the eight points of a compass, four and six-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><u>Place Knowledge</u></b> Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p><b><u>Locational Knowledge</u></b> Pupils can locate South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b><u>Human and Physical Geography</u></b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains</p>	
History		<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Examples (non-statutory): a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Examples (non-statutory): changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>			
Key Humanities Vocabulary	County, city, region, hills, mountains, coasts, rivers, physical, human, landmark, land-use, eight point compass	long arc of time, legacy, era/period, chronology, significant turning point, trench, warfare, assassination	Propaganda, Bias, Society, Empire, Point of view Objectivity, Subjectivity, Consequences, Legacy, Modern British Values, Laws, diversity, society, BC/AD, influence, significant impact		Region, key vocab linking to rainforests, vegetation belt, layers, canopy, climate, mountains, continent, contrasting places, biome, environmental regions	