



**Sheringdale Humanities Medium Term Plan
KS1 and KS2**

Created by Greg Sleet (Geography leader) and Antonette Contaoe (History Leader) July 2021. To be reviewed July 2022.

Year: 1

Term: Autumn

Topic: Magnificent Me

<p>Humanities NC main objective</p>	<p>HISTORY: Toys Through Time</p> <ul style="list-style-type: none">• <i>Know about and understand changes through living memory.</i> <p><u>Chronology:</u> Children to develop awareness of the past, see similarities and differences between past and present, use vocabulary: old, new, then, now, the past. Begin a class timeline that will go up with the class to year2. Add current year.</p> <p><u>Historical enquiry:</u> Begin to look at different historical sources (artefacts, pictures/paintings); know that past can be represented in different ways</p> <p>BHM:</p> <ul style="list-style-type: none">• <i>The lives of significant individuals in the past who have contributed to national and international achievements</i>• <i>Significant historical events, people and places</i>	<p>GEOGRAPHY: Southfields Place Knowledge and Locational Knowledge and Human and Physical Geography</p> <p>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.</p> <p>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>topic link</p>	<p>Looking at toys in present, toys at different ages/stages of life, old toys, grandparents' toys, toy museum Black History Month – Rosa Parks</p>	<p>Human and physical features of school grounds and Southfields (inc. Coronation Gardens – fieldwork opportunities) Focus on basic directional language, use aerial photographs to recognise landmarks.</p>

Year: 1

Term: Spring

Topic: All aboard...!

<p>Humanities NC main objective</p>	<p>HISTORY: Transport</p> <ul style="list-style-type: none">• <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	<p>GEOGRAPHY: the UK Locational Knowledge and Human and Physical Geography</p>
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	<ul style="list-style-type: none"> • <i>Know about events beyond living memory that are significant globally</i> • <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</i> <p><u>Chronology:</u> Children to use historical terms to describe past, begin to understand the passing of time (then, now), add the Titanic and inventors onto the class timeline.</p> <p><u>Cause and consequence:</u> Begin to understand cause and consequence of actions and events (Modes of transport then and now)</p> <p><u>Historical enquiry:</u> After being presented with various sources, children should be able to choose the relevant ones, linked with the story; understand how the past can be represented.</p>	<p>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> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
topic link	Transport through the ages including flight (e.g. Amy Johnson, Wright Brothers, Karl Benz, Leonardo da Vinci, the Titanic, Maria Beasley (the life raft) etc).	All around the UK – seas, countries and capitals. Begin to use maps and atlases. Physical features of towns in UK. Using locational and directional language – sale a ship around the UK.

Year: 1

Term: Summer

Topic: Food Glorious Food

Humanities NC main objective	<p><u>HISTORY: The History of Chocolate</u></p> <ul style="list-style-type: none"> • <i>Know about events beyond living memory that are significant globally</i> • <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</i> <p><u>Chronology:</u> Children develop understanding of the past, using common words and phrases relating to the passing of time; add the new individuals or events to the class timeline.</p> <p><u>Cause and consequence:</u> What do Rudolf Lindt and John Cadbury have in common? Cause and consequence of their actions.</p>	<p><u>GEOGRAPHY: Weather</u></p> <p>Human and Physical Geography</p> <p>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>
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	<p><u>Historical enquiry:</u> Children look at a variety of sources and begin to distinguish between relevant and irrelevant ones to their learning. Begin to ask relevant questions.</p>	
topic link	<p>Track chocolate through time from the Ancient Mayans bitter cacao bean chocolate to the sweeter versions created by Rudolf Lindt and John Cadbury.</p>	<p>Weather patterns in the UK (Spring and Summer) – Science link with Seasonal changes</p>

Year: 2

Term: Autumn

Topic: Fire and Ice

<p>Humanities NC main objective</p>	<p>HISTORY: Great Fire of London</p> <ul style="list-style-type: none">• <i>Know about and understand events beyond living memory that are significant nationally</i> <p><u>Chronology:</u> sequence events and create a timeline of events during GfoL, place it on a timeline, add events the children studied before (e.g. Titanic) to begin to understand the importance of dates – the timeline to move up with the class to year 3</p> <p><u>Cause and consequence:</u> explain why GfoL took place and how life changed, (e.g. through role-play, comparing before/after fire pictures, creative writing), offer 2/3 reasons why an event took place.</p> <p><u>Historical enquiry:</u> ask and answer historically relevant questions while discovering and using primary and secondary sources (diaries, letters, maps, paintings)</p> <p>BHM:</p> <ul style="list-style-type: none">• <i>The lives of significant individuals in the past who have contributed to national and international achievements</i>• <i>Significant historical events, people and places</i>	<p>GEOGRAPHY: Hot and Cold Places</p> <p>Locational Knowledge / Human and Physical Geography</p> <p>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>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>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Name and locate the world’s seven continents and five oceans.</p>
<p>topic link</p>	<p>FIRE: Life in 1666 in London, causes of great fire, role-playing of people during fire, looking at sources from great fire, painting/pictures of the great fire Black History Month – George Arthur Roberts</p>	<p>Continents and oceans, hot and cold areas – Begin using compass directions Weather patterns (Autumn and Winter) – Science link with Seasonal changes</p>

Year: 2

Term: Spring

Topic: Heroes of the World

<p>Humanities NC main objective</p>	<p>History: Significant figures of the past</p> <ul style="list-style-type: none"> • <i>Compare the lives of significant individuals in the past who have contributed to national and international achievements.</i> • <i>Learn about events beyond living memory that are significant nationally or globally</i> <p><u>Chronology:</u> Place the significant people on the class timeline and understand how life was different before and after the specific events (e.g. during and after apartheid); sequence life events in order, using everyday historical terms and vocabulary</p> <p><u>Cause and consequence:</u> understand and give examples of how the significant figures changed the world.</p> <p><u>Historical enquiry:</u> Ask and answer relevant questions based on various primary and secondary sources; explain parts of story, choosing a relevant evidence</p>	<p>GEOGRAPHY: Africa</p> <p>Place Knowledge / Human and Physical Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>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> <p>Name and locate the world’s seven continents and five oceans.</p>
<p>topic link</p>	<p>Historical and modern figures who’ve made lasting impressions. E.g., Martin Luther King Jr., Mary Seacole, Ghandi or David Attenborough, Greta Thunburg or Captain Tom.</p>	<p>Compare the UK to a contrasting non-European area (Africa)</p> <p>Use maps and aerial photographs to explore human and physical features</p>

Year: 2

Term: Summer

Topic: Location Location!

<p>Humanities NC main objective</p>	<p>History: History of Southfields (Including Wimbledon Tennis Lawns)</p> <ul style="list-style-type: none"> • <i>Learn about and understand significant historical events, people and places in their own locality</i> • <i>Know about events beyond living memory that are significant nationally or globally</i> <p><u>Chronology:</u> Understand how Sheringdale / Southfields have changed over time; use dates to place events on a timeline, children make their own timelines</p>	<p>GEOGRAPHY: Comparing Southfields to a contrasting area</p> <p>Place Knowledge</p> <p>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>Use basic geographical vocabulary to refer to:</p>
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	<p><u>Cause and consequence:</u> understand and explain how building a railway has changed the area/how Wimbledon tennis benefited the area.</p> <p><u>Historical enquiry:</u> Use various sources (eye witness accounts, photographs, school logos, maps, buildings) to ask and answer historically relevant questions.</p>	<ul style="list-style-type: none"> ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
topic link	<p>Southfields – Compare pictures past/present, History of Wimbledon Tennis (visit); how District Line changed land use in Southfields (the grid, amount of green). Sheringdale in the past, how school has changed over time, first-hand accounts of Sheringdale in the past.</p>	<p>Comparison of Southfields to contrasting place e.g. Littlehampton, Surrey Hills or East Bourne (field trip). Human and physical features. Aerial photos and simple sketch maps routes taken (including basic key with symbols). Begin using four compass directions.</p>

Year: 3

Term: Autumn

Topic: Stones and Bones

<p>Humanities NC main objective</p>	<p>History: Changes from Stone Age to Iron Age</p> <ul style="list-style-type: none">• <i>Learn about the changes in Britain from the Stone Age to the Iron Age</i> <p><u>Chronology:</u> Develop understanding of AD and BCE, sequence events, understand passing of time by using vocabulary like ‘during, while’</p> <p><u>Continuity and change:</u> Understand some of the key points and the main differences between today and period studied.</p> <p><u>Cause and consequence:</u> Understand that events can happen because of general, impersonal causes; analyse actions of people</p> <p><u>Historical enquiry:</u> Use varied sources to compare, draw conclusions and justify them; begin looking for evidence of change (e.g., make deductions about way of life by studying evidence of buildings left behind, draw inferences from archaeological finds); identify new ways in which the past is represented; use sources to answer inference questions about the past</p>	<p>GEOGRAPHY: Volcanoes</p> <p>Human and Physical Geography</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
<p>topic link</p>	<p>How people used stone, why it was called stone age, what can we learn from stone remains, why was Stonehenge built Black History Month – Williams’ sisters (tennis)</p>	<p>Volcanoes (Italy, Iceland) and Earthquakes (famous: Indian Ocean 2004, Haiti 2010, Japan 2011, Nepal 2015) (link to rocks and soils in Science)</p>

Year: 3

Term: Spring

Topic: Marvellous Inventions

<p>Humanities NC main objective</p>	<p>History: Medicine through the ages</p> <ul style="list-style-type: none"> • <i>Learn about a significant turning point in British History</i> • <i>Learn about a local history study: a study over time tracing how several aspects of national history are reflected in the locality</i> <p><u>Chronology</u>: Use timelines to develop chronological understanding; sequence events in simple narrative</p> <p><u>Continuity and change</u>: Understand some of the key points and the main differences between today and period studied.</p> <p><u>Cause and consequence</u>: begin to understand and explain how events have more than one cause (positive and negative effects of the medicine and remedies); analyse actions of people in historical settings</p> <p><u>Historical enquiry</u>: Identify differences between versions of simple the same event and give reasons why we might have more than one version; use varied sources to draw inferences and conclusions; use sources to answer inference questions about the past</p>	<p>GEOGRAPHY: The UK (Natural resources) Human and Physical Geography</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ♣ 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>topic link</p>	<p>Medicine through the ages: an in-depth study of a period of time (e.g. Tudor times); look at certain diseases and how were dealt with e.g. The Black Plague or Covid vaccinations (Prof Sarah Gilbert -Oxford vaccine); research significant figures who helped to create ideas of hospitals resulting in founding of NHS (1948) e.g Joseph Lister and Florence Nightingale.</p>	<p>Fuel focus: Understand the different types of energy sources used in the UK. What if the UK only got its energy from renewable sources like wind, waves, and sunlight? (link to science) Use oblique and aerial views (Google Earth, computing link). Use photos of features on a map. Explore and locate the UK's main rivers and mountains.</p>

Year: 3

Term: Summer

Topic: The Romans Rule

<p>Humanities NC main objective</p>	<p>History: The Romans</p> <ul style="list-style-type: none"> • <i>Learn about the Roman Empire and its impact on Britain</i> • <i>Know about the British resistance (Boudicca)</i> <p><u>Chronology</u>: Use timelines to develop chronological understanding; sequence events in simple narrative; use words which mark the passing of time (move from ‘before and after’ to ‘during, while’)</p> <p><u>Continuity and change</u>: Understand some of the key points and the main differences between today and period studied.</p> <p><u>Cause and consequence</u>: understand that events have more than one cause (e.g., building roads) and explain more complex events; analyse actions of people in historical settings (Boudicca);</p> <p><u>Historical enquiry</u>: Use varied sources to draw conclusions and inferences and justify them; identify different ways in which the past is represented; identify between and give reasons why there might be more versions of the same event (Romans and Celts)</p>	<p>GEOGRAPHY: Roman Legacy</p> <p>Place Knowledge / Locational knowledge</p> <p>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>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>topic link</p>	<p>Why did the Romans invade Britain?, British life under Roman rule, Roman buildings and towns, Boudicca.</p>	<p>Roman legacy in Britain and London (main Roman sites, forts e.g. Colchester (Essex), London and Saint Albans (Hertfordshire), straight roads, Hadrian’s Wall). UK counties and cities (comparison between Roman times and now, Roman names influence today). Mapping skills.</p>

Year: 4

Term: Autumn

Topic: Buckle up! Life's a journey

<p>Humanities NC main objective</p>	<p>History: Ancient Greece</p> <ul style="list-style-type: none">• <i>A study of Greek life and achievements and their influence on the western world</i>• <i>Know about an aspect in British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology</u>: Children use and understand terms like 'Ancient', periods of time, 'ages'; know key dates (e.g. First Olympic games, Alexander the Great taking control, etc.)</p> <p><u>Continuity and change</u>: understand that not everyone in the past lived in the same way and they had different ways of looking at their world (e.g. everyday life in Ancient Greece)</p> <p><u>Cause and consequence</u>: Understand why there might be different versions of history (Trojan War); explain different causes for an event and know they happen for a combination of reasons;</p> <p><u>Historical enquiry</u>: Children select, combine and use artefacts for evidence and draw conclusions (pots, battles recounts); they show understanding that past can be represented in different ways, understanding there might be gaps in evidence.</p>	<p>GEOGRAPHY: Greece Today</p> <p>Place Knowledge / Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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>Topic link</p>	<p>Study of Ancient Greek life and influences on rest of world (Alexander the Great). Black History Month – Harriet Tubman (link to slavery in Ancient Greece)</p>	<p>Contrasting locality overseas: Greece with UK. European countries and major cities, land use and types of settlements, economic activity.</p>

Year: 4

Term: Spring

Topic: Blue Abyss

<p>Humanities NC main objective</p>	<p>History: Explorers Through Time</p> <ul style="list-style-type: none"> • <i>British History post 1066 (significant turning point)</i> • <i>A study of an aspect/theme (explorers and water) in British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology</u>: use dates and terms of periods</p> <p><u>Cause and consequence</u>: explain different causes for an event and know they happen for a combination of reasons (influence on scientific explorations)</p> <p><u>Historical enquiry</u>: Children to combine information from different sources to draw conclusions, inferences and justify their ideas (life on board)</p>	<p>GEOGRAPHY: Rivers and mountains</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>topic link</p>	<p>Influential explorers e.g. Francis Drake, Columbus with Pedro Alonso, Francisco, Juan and Bartolome (brothers), Ernest Shackleton, Plato (Greek link), Walter Raleigh, Marco Polo. How scientific exploration of ocean has developed throughout history, impact of HMS Challenger, Role of Navy, influences on scientific exploration of the ocean. (Build upon Y1 travel topic)</p>	<p>World-wide famous rivers, mountains and water cycle (Science link), distribution of natural resources including water in UK – link to counties.</p> <p>Ships navigating –latitude, longitude GMT</p>
<p>Year: 4</p> <p>Term: Summer</p>		
<p>Topic: Sands of Time</p>		
<p>Humanities NC main objective</p>	<p>History: Ancient Egypt</p> <ul style="list-style-type: none"> • <i>Learn about the achievements of Earliest civilisations</i> <p><u>Chronology</u>: Children use and understand terms like 'Ancient', periods of time, 'ages'; know key dates</p> <p><u>Continuity and change</u>: understand that not everyone in the past lived in the same way and they had different ways of looking at their world (e.g. everyday life in Ancient Egypt, life after death)</p>	<p>GEOGRAPHY: Contrasting locality Egypt</p> <p>Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of:</p>

	<p><u>Cause and consequence:</u> Understand why there might be different versions of history; explain different causes for an event and know they happen for a combination of reasons; (e.g. strategic placement of the pyramids and graveyards on desert's edge)</p> <p><u>Historical enquiry:</u> Children select, combine and use artefacts for evidence and draw conclusions (e.g. looking at different artefacts from the pyramids); they show understanding that past can be represented in different ways, understanding there might be gaps in evidence. (e.g. tomb raiders, hieroglyphs)</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>topic link</p>	<p>Locate Ancient Egypt in time and place, what was life like in Ancient Egypt, why and how were the pyramids built, everyday life in Ancient Egypt</p>	<p>Human and physical features of Egypt, mountains, change over time</p> <p>Compare time zones latitude, longitude, Equator, Northern and Southern Hemisphere</p>

Year: 5

Term: Autumn

Topic: Laudable London

<p>Humanities NC main objective</p>	<p>History: Local History (Wandsworth – River Wandle Focus)</p> <ul style="list-style-type: none">• <i>Learn about a local history study</i>• <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <p><u>Chronology:</u> Children begin to use terms ‘century, circa’</p> <p><u>Cause and consequence:</u> influence of the significant people</p> <p><u>Historical enquiry:</u> Is the written source valid? (e.g., a newspaper article, internet) Children to develop their knowledge and understanding, begin to choose, evaluate a range of different sources of information (internet) for a particular task (e.g. Why does x deserve a plaque?). Why might the source not be reliable? Why a certain source might be more reliable than others? Why might there be different versions of the past?</p>	<p>GEOGRAPHY: South London (Battersea focus) Place knowledge / Physical and Human Geography</p> <p>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>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>topic link</p>	<p>Blue plaques in London, study of famous people in the area (George Eliot, David Lloyd George for example), which people deserve blue plaques and why, study of George Eliot in more detail, why was she important to the area.</p> <p>History of the River Wandle (Mills) how changed over time.</p> <p>Black History Month – Althea Gibson (first African American to win Grand Slam titles).</p>	<p>Human features of South London with a particular focus on the changing faces of Battersea (Power Station) (including studies on land use patterns of Battersea).</p> <p>8 point compass. National grid references, ordinance survey. Boroughs of South London.</p>

Year: 5

Term: Spring

Topic: Champions of Change

<p>Humanities NC main objective</p>	<p>History: Victorians</p> <ul style="list-style-type: none">• <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i>	<p>GEOGRAPHY: River Thames Place knowledge / Human and Physical Geography</p>
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	<ul style="list-style-type: none"> • <i>A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology:</u> Children begin to understand an overview of British history; use more sophisticated time markers within/between periods (e.g., during the reign of, throughout Period, towards the end of..., pre –, in)</p> <p><u>Continuity and change:</u> British history that extends Pupils' chronological knowledge beyond 1066; different features of a society, different beliefs and attitudes</p> <p><u>Cause and consequence:</u> explain, not just list, causes and consequences (e.g., effect of railway on occupations); understand that causes might be connected in some way making the event much more likely to happen</p> <p><u>Historical enquiry:</u> Is the written source valid/reliable? Different interpretation of sources; Think about who the source was written for; Is the interpretation accurate? (e.g., would a factory owner answer questions truthfully?). Children to use knowledge and understanding to evaluate various sources and identify relevant ones for the task.</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>
Topic link	Life in Victorian times, Victorian schools, why did people move to the city? Was life so bad in factories? Suffragette movement. Learning about the impact of railway. Could link to District Line and how changed landscape of Southfields.	Industries around Thames and how uses of river changed over time and land use. Industrial revolution and how the railways and canals impacted on population movement, land use, commerce etc.
Year: 5 Term: Summer		
Topic: Traders and Raiders		
Humanities NC main objective	<u>History: Anglo-Saxons and Vikings</u> <ul style="list-style-type: none"> • <i>British settlement by Scots, Anglo-Saxons and Vikings</i> 	GEOGRAPHY: Europe Locational Knowledge / Human and Physical Geography

	<ul style="list-style-type: none"> • <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <p><u>Chronology:</u> develop chronologically secure knowledge; use a range of dates and terms to establish period detail; links between periods in history – compare spot similarities and differences (e.g. Egypt and Anglo Saxons)</p> <p><u>Cause and consequence:</u> Children to express explanation in terms of relative importance; explain complex events using range of causes, some of them linked (Why aren't there more sources? Link sources and draw logical conclusions); examine and explain reasons for and results of events and change; describe features of past societies to make links between them.</p> <p><u>Historical enquiry:</u> Children describe and analyse why there are different interpretations of events; critically evaluate worthiness sources; (e.g., Was King Alfred great? Use evidence)</p>	<p>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</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>topic link</p>	<p>Scots, Angles, Saxons and Jutes invasion of Briton, Anglo-Saxons way of life, Viking invasion and why, reputations of Vikings, to the time of Edward the Confessor.</p>	<p>Exploring Scandinavia (Denmark, Sweden and Norway). UK counties (comparison to Anglo-Saxon times) land use, use of natural resources (weapons, tools, jewellery, furniture), trade links.</p>

Year: 6

Term: Autumn

Topic: Darwin's Delights

<p>Humanities NC main objective</p>	<p>History: Mayan Civilisation</p> <ul style="list-style-type: none">• <i>Learn about a non-European society that provides contrasts with British history</i> <p><u>Chronology:</u> develop chronologically secure knowledge; use a range of dates and terms to establish period detail; links between periods in history – compare and spot similarities and differences (e.g., Mayans and Egyptians/Greeks)</p> <p><u>Cause and consequence:</u> Children to express explanation in terms of relative importance; explain complex events using range of causes, some of them linked; examine and explain reasons for and results of events and change (e.g., Mayan empire decline); describe features of past societies to make links between them. (e.g., everyday life including writing, counting system, beliefs, farming)</p> <p><u>Historical enquiry:</u> Children describe and analyse why there are different interpretations of events; critically evaluate worthiness sources; (e.g., written evidence comes from Spanish accounts 500 years later; mindless bloodthirstiness vs ritual sacrifice)</p>	<p>GEOGRAPHY: South America</p> <p>Locational Knowledge / Place Knowledge</p> <p>Locate the world's countries, using maps to focus on ... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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>topic link</p>	<p>History of Mexico, where was Mayan civilisation, how did the Maya empire grow, life in Mexico during Mayan civilisation.</p> <p>Black History Month – look at the role John Edmonstone played in educating Darwin. Introduction to the work of Amanda Gorman The Hill We Climb (Eng link).</p>	<p>Contrasting locality in South America: rainforests (Amazon), Galapagos Islands, biomes and vegetation belts. Climate zones of South America</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region within South America. Mapping Darwin's voyages.</p>

Year: 6

Term: Spring

Topic: Does the Heart Ever Stop?

<p>Humanities NC main objective</p>	<p>History: Crime and Punishment</p> <ul style="list-style-type: none"> <i>British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology:</u> Develop chronologically secure knowledge and understanding of British history; confidently use a range of dates and specific terms to establish period detail; make links between periods in history by comparing and spotting similarities and differences.</p> <p><u>Cause and consequence:</u> examine and explain the reason for and results of events and changes; describe features of past societies and periods and make links between them; express explanation in terms of relative importance backed up by reasoned argument.</p> <p><u>Historical enquiry:</u> offer substantiated reasons why some sources might be treated cautiously and show awareness of the need to think about why the source was produced; describe and being to analyse why there are different historical interpretations of events, people and changes; understand that interpretations might differ depending on the aspect that people are looking at</p>	<p>GEOGRAPHY: North America</p> <p>Place Knowledge / Human and Physical Geography</p> <p>Locate the world's countries, using maps to focus on ... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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>topic link</p>	<p>Crime and punishment through time: explore different time periods and how they punished people for their crimes. Can look into Ancient Rome, Anglo-Saxons, Tudors, Victorians and WW2. Look at similarities and differences through time. What is the severity of the crime?</p>	<p>North and South American countries and cities. Which hemisphere located in, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Heavier focus on North American human and physical features (Rocky Mountains). Human geography, including: types of settlement and land use, economic activity including trade links (fair trade), and the distribution of natural resources including energy, food, minerals and water.</p>

Year: 6

Term: Summer

Topic: Is it ever right to fight?

<p>Humanities NC main objective</p>	<p>History: Second World War</p> <ul style="list-style-type: none"> <i>Learn about a significant turning point in British History</i> 	<p>GEOGRAPHY: World</p>
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	<ul style="list-style-type: none"> • <i>Learn about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> <p><u>Chronology:</u> Children begin to understand an overview of British history; use more sophisticated time markers within/between periods (e.g. during the reign of, throughout period, towards the end of..., pre -, in)</p> <p><u>Continuity and change:</u> British history that extends Pupils' chronological knowledge beyond 1066; different features of a society, different beliefs and attitudes</p> <p><u>Cause and consequence:</u> explain causes and consequences; understand that causes might be connected in some way and one cause might be linked to another making the event much more likely to happen</p> <p><u>Historical enquiry:</u> Is the written source valid/reliable? Different interpretation of sources (e.g. Government film propaganda about evacuating children); Think about who the source was written for ; Is the interpretation accurate? (e.g., life of evacuees). Children to use knowledge and understanding to evaluate various sources and identify relevant ones for the task; Children to realise that history is continuously being rewritten, if we find more, we have to rewrite the past.</p>	<p>Locational Knowledge/Human and Physical Geography</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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>topic link</p>	<p>Causes of WWII, fighting and home front in WWII, why were children evacuated, what was life like for evacuees (propaganda), how did Britain win the Battle of Britain (censorship)</p>	<p>World countries and cities with a focus on land use (comparison of land use before and after war self-sufficiency, grow your own), Mapping skills.</p>

Enrichment Map Humanities 2020-21

Year group	Autumn term	Spring term	Summer term
Year 1	<p style="text-align: center;">Magnificent Me</p> <p>Perform workshop – History, PSHE (Black History Month) Visit around local area (Wimbledon Park or Coronation gardens) - Geography, Science History off the Page Workshop: Toys – History</p>	<p style="text-align: center;">Ship Ahoy!</p> <p>Freshwater company workshop: Titanic – History, Geography Visit Cutty Sark or National Maritime Museum – Geography, History</p>	<p style="text-align: center;">Food Glorious Food!</p> <p>Pizza express – Maths, Geography, D&T</p>
Year 2	<p style="text-align: center;">Fire and Ice</p> <p>History Off the Page Great Fire of London workshop - History Perform workshop – History, PSHE (Black History Month)</p>	<p style="text-align: center;">Heroes of the World</p> <p>Freshwater Company workshop: Mary Seacole – History</p>	<p style="text-align: center;">Location Location</p> <p>London Transport Museum – History Wetlands Centre – Geography, Science</p>
Year 3	<p style="text-align: center;">Earth Rocks!</p> <p>Perform workshop – History, PSHE (Black History Month) Visit to Fulham Palace – History Visit to National History Museum – Geography, Science</p>	<p style="text-align: center;">Marvellous inventions</p> <p>Visit to London Transport Museum – History, Geography</p>	<p style="text-align: center;">The Romans Rule!</p> <p>History Off the Page: Romans – History</p>
Year 4	<p style="text-align: center;">Buckle up! Life’s a Journey</p> <p>Perform workshop – History, PSHE (Black History Month) History Off the Page: Ancient Greece – History</p>	<p style="text-align: center;">Blue Abyss</p> <p>Outdoor river sessions: River Wandle – Geography, Science</p>	<p style="text-align: center;">Sands of Time</p> <p>History Off the Page: Ancient Egypt – History, Geography</p>
Year 5	<p style="text-align: center;">Laudable London</p> <p>Perform workshop – History, PSHE (Black History Month) Visit George Eliot’s Blue Plaque Wimbledon/ Cluster of Blue plaques Near Battersea Park – Geography, History</p>	<p style="text-align: center;">Champions of Change</p> <p>Victorian woman visitor – History, The Arts, English</p>	<p style="text-align: center;">Extreme Survivors</p> <p>Visit to Imperial War Museum – History OR Portals to the Past workshop: World War 2 – History</p>

Year 6	<p>Let's party - Hola Mexico! Perform workshop – History, PSHE (Black History Month) Visit to British Museum: Mayan Artefacts – History, Geography OR Maya/ Mexico workshop – History, Geography</p>	<p>Darwin's Delights Visit to National History Museum: Evolution – History, Science</p>	<p>Traders and Raiders History Off the Page workshop: Vikings – History</p>
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Key Dates for Humanities:

2021

2nd - 6th September: **Great Fire of London**

26th September: **European Day of Languages**

October: **Black History Month**

16th October: **World Food Day**

5th November: **Guy Fawkes Night**

11th November: **Remembrance Day**

2022

20th January: **Martin Luther King Day**

4th February: **Rosa Parks Day**

12th February: **Darwin Day**

22nd March: **World Water Day**

7th April: **World Health Day**

15th April: **Anniversary of the Titanic Sinking**

22nd April: **Earth Day**

8th May: **VE Day**

2nd June: **World Oceans Day**

18th July: **Nelson Mandela Day**

Year 1 Geography Vocabulary Ladder

Tier 1 (every lesson words)

Rain, snow, sun, wind, town, city, shop, street, road, inside, left, right, above, below, near, forward, behind, beach, building

Tier 2 (topic linked words)

Autumn, summer, spring, winter, symbol, capital, beach, castle, cliff, cloud, country, countryside, freezing, frosty, ground, iceberg, island, map, misty, month, shore, sunshine, thunderstorm, warm, windy,

Tier 3 (technical, low frequency words)

Autumn - Local area

Local
Neighbourhood
Route
Thames
River Wandle

Spring - The UK

England
Scotland
Northern Ireland
Wales
London
Edinburgh
Belfast
Cardiff
Rural
Temperate
urban

Summer - Weather

Forecast
predict
Season
Temperature
Drought
Flood

Year 1 History Vocabulary Ladder

Tier 1 (every lesson words)

Change	Same	Different
Understand	Important	
Knowledge	Question	Discuss
Reason	Judge	Trustworthy
Consequence	Actions	
Chronology	Timeline	Categories
Sources	Evidence	Represent

Tier 2 (topic linked words)

Achievement, lives, new, old, now, present, past, a long time ago, memories, (Drawing, photograph, camera, etc.) opinion, transport, food, Living memory

Tier 3 (technical, low frequency words)

Autumn - Magnificent Me

Lives in the past, grandparents, parents, toys, siblings, lifetime, remember, older generation, doll, teddy, plastic, wood, skipping rope, playground games, interactive, online, computer, toddler.

Spring - All aboard...!

Titanic, bicycle, cars, plane,

Summer - Food Glorious Food

Chocolate, Cadbury, Lindt, cocoa bean, sweet

Year 2 Geography Vocabulary Ladder

Tier 1 (every lesson words)

Farm, ocean, human, market, field, inside, left, right, above, below, near, forward, behind, look, search, find, observe

Tier 2 (topic linked words)

Adapt, atlas, cargo, compass, globe, habitat, hibernate, rainforest, physical, waterfall, wildlife, Europe, Africa, North America, South America, Australasia, Asia, north, south, east, west, Arctic, Atlantic, Indian, Pacific, Southern

Tier 3 (technical, low frequency words)

Autumn - Hot and Cold Places

Adapt
Arctic
Antarctic
Polar
Desert
The Equator
Northern/Southern Hemisphere

Spring - Africa

Continent,
Savannah
Sahara
Kenya
Nairobi

Summer - Comparing Southfields to a contrasting area

Compare
Contrast
Population
Economy
Lifestyle

Year 2 History Vocabulary Ladder

Tier 1 (every lesson words)

Change, Compare, Discuss

Understand, Important

Knowledge, Question, Impact

Reason, Actions

Consequence, Cause

Chronology, Timeline, order,

Sources, 5Ws, Who, What, Where, When, Why

Tier 2 (topic linked words)

Heroes, witness, location, change, memorial, remembrance, inventor, survive, impact, protest, annual, action, change

Tier 3 (technical, low frequency words)

Autumn - Fire and Ice (Great Fire of London)

Fire, London, Samuel and Elizabeth Pepys, St Paul's Cathedral, material

Spring - Heroes of the World (Significant figures of the past)

Martin Luther King Jr., Mary Seacole, Ghandi/David Attenborough, Greta Thunburg/Captain Tom, activist, soldier, planet, environmentalist, climate change, equality, protect, human rights

Summer - Location, Location! (History of Southfields - Including Wimbledon Tennis Lawns)

Local rea, route, school, houses, shops, post office, buildings, train, tennis, road, community

Year 3 Geography Vocabulary Ladder

Tier 1 (every lesson words)

Map, distance, road, change, life, improve, left, right, above, below, near, forward, behind, look, search, find, observe, understand,

Tier 2 (topic linked words)

Climate, architecture, arid, axis, ordinance survey, Rome, public bath, grid, export, import, county, industry, landscape, manufacturing, Mediterranean,

Tier 3 (technical, low frequency words)

Autumn - Volcanoes

Dormant
Eruption
Magma
Meteorologist
Tectonic plates
Pompeii
Vesuvius

Spring - The UK

Wind farm
Renewable
Non-renewable
Latitude
Longitude
Ordinance survey

Summer - Roman Legacy

Aqueduct
Hadrian's wall
Pagan
forum

Year 3 History Vocabulary Ladder

Tier 1 (every lesson words)

Change, Compare, Similar, Different

Understand, Important

Knowledge, Question

Interpret, Bias

Consequence, Actions, Causes

Chronology, CE, BCE,

Artefacts, sources (Primary and Secondary), evidence

Tier 2 (topic linked words)

Archaeologist, colony, invade, Christianity, survive, impact, ancient, revolt, influence, modern, inventions

Tier 3 (technical, low frequency words)

Autumn - Stones and Bones (Stone Age to Bronze Age)

Stone Age, cave man, extinct, Palaeolithic, Neolithic, Stonehenge, burial, fighting, copper, chisel, shield, carcass, jewellery, hunter-gatherers, cave paintings, Skara Brae, Round Burrows, prehistoric, armour, army, soldier, invasion

Spring - Marvellous Inventions (Medicine through the ages)

Medicine, plague, treatment, doctors, vaccine, laboratory, pandemic, suffering, symptoms, symptomatic, Black Death, Sweating Disease, outbreak

Summer - The Romans Rule (The Romans)

Romans, Boudicca, ships, gladiator, mosaic, attack, nobleman, social class, empire, toga, aqueduct, coliseum, emperor, republic, aquila, invasion

Year 4 Geography Vocabulary Ladder

Tier 1 (every lesson words)

Rain, river, mountain, stream, flood, left, right, above, below, near, forward, behind, look, search, find, observe, understand, compare, contrast

Tier 2 (topic linked words)

Agriculture, canal, condensation, dam, drinking water, eco system, environment, evaporation, groundwater, humidity, hydro-electric, pollution, poverty, altitude, valley, shipping, tourism, Euro, Europe, Africa

Tier 3 (technical, low frequency words)

Autumn - Greece today

Athens
Peninsula
Sparta
European Union

Spring - Rivers and mountains

Estuary
Delta
Tributary
Flood plain
Irrigation
Mountain range
Everest
K2
Ben Nevis

Lower course
Middle course
Upper course
Channel
Mouth
Peak
Evaporation
Meander
Oxbow lake
Erosion
Source
summit

Summer - Contrasting locality, Egypt

The Nile
Arid
Fertile
Mediterranean
Red Sea
Cairo
Luxor
Sphinx
Lake Nasser

Year 4 History Vocabulary Ladder

Tier 1 (every lesson words)

Change, Similar, Different

Understand, Significant

Knowledge, Question, Answer

Interpret, Bias, Reliable, Beliefs, Suggest

Consequence, Actions, Causes, Effect

Chronology, timeline, CE and BCE, Decade, Century, Ancient

Artefacts, Primary and Secondary, Evidence

Tier 2 (topic linked words)

Era, period, Archaeologist, Ancient, gods and goddesses, exploration, significant individuals, beliefs, empire, Civilisation, democracy, leaders (Kings and Queens), legacy, myths and legends, temple

Tier 3 (technical, low frequency words)

Autumn - Buckle up! Life's a Journey (Ancient Greece)

Greece, gods and goddesses (Zeus, Hades, Poseidon, etc.) significant individuals (Odysseus, Alexander the Great, etc.), pots, myths, Athena, Sparta, acropolis, democracy, Parthenon, war, armour, shield, spear, helmet, spear, sword, greaves

Spring - Blue Abyss (Explorers Through Time)

Explorers, sea, ocean, HMS Challenger, discovery, ship, boat, Francis Drake, Columbus w/ Pedro Alonso, Francisco, Juan and Bartolome, Ernest Shackleton, Marco Polo, Navy, Scientific exploration

Summer - Sands of Time (Ancient Egypt)

Egypt, Pharaoh, sarcophagus, canopic, mummy, mummification, Tutankhamun, pyramid, Hieroglyphs, Papyrus, Nile, amulet, afterlife, sphinx, Rosetta Stone

Year 5 Geography Vocabulary Ladder

Tier 1 (every lesson words)

Electricity, power, land, river, water, farming, boat, drinking, local, left, right, above, below, near, forward, behind, look, search, find, observe, understand, compare, contrast

Tier 2 (topic linked words)

Border, currency, service industry, map reference, transport, meander, erosion, landslide, flood plain, ordinance survey, industry, canal, railway, Viking, Anglo-Saxon, immigration,

Autumn - South London (Battersea)

Decommissioned
Fossil fuel
Renovate
Gentrification
Listed building
Redevelopment
Grid reference
Borough

River Thames

Thames barrier
Cotswolds
Confluence
River Isis
Tidal reach
Lock
Drainage basin
Industrial revolution
commerce

Scandinavia

Norway, Oslo
Sweden, Stockholm
Denmark, Copenhagen
Finland, Helsinki
Aurora Borealis, Northern Lights
Sub-polar

Year 5 History Vocabulary Ladder

Tier 1 (every lesson words)

Change, Similar, Different, Theme/trend

Understand, Significant, Order

Knowledge, Question

Interpret, Reliability, Trustworthy, Suggest, Beliefs, Bias

Consequence, Actions, Causes,

Chronology, Timeline, CE and BCE, Decade, Century, pre 1066

Artefacts, primary and secondary, evidence, research

Tier 2 (topic linked words)

Archaeologist, Conflict, significant people, local area, London, Venn Diagram, invention, business, invade, reign, aristocracy, law, revolution, empire, modern British Values, economy, beliefs

Tier 3 (technical, low frequency words)

Autumn - Laudable London (Local History - Wandsworth w/ River Wandle Focus)

Blue plaques, culture, buildings, Battersea Power Station, River Wandle, River Thames,

Spring - Champions of Change (Victorians)

Queen Victoria, inventions, schools, compulsory, desk, boys, curriculum, blackboard, chalk, parliament, scholars, Parliament, government, industrial revolution, cane, Dunst, Suffragettes, women's suffrage

Summer - Traders and Raiders (Anglo-Saxons and Vikings)

Vikings, longboat, Jarl, Valhalla, Nordic, Norse mythology, empire, Kingdoms, Jutes, warriors, invade, reputation, Edward the Confessor.

Year 6 Geography Vocabulary Ladder

Tier 1 (every lesson words)

Power, energy, electricity, left, right, above, below, near, forward, behind, look, search, find, observe, understand, compare, contrast, generate, complete

Tier 2 (topic linked words)

Economy, Spanish, Portuguese, rainforests, Amazon, climate zones, altitude, vegetation belt, biome, region, physical features, human features, settlement, economy, natural resources, land use, import, export,

South America

Salt flats, Uyuni
 Patagonia
 Oasis, Huacachina
 Andes
 Charles Darwin
 Galapagos
 Evolution
 Recognise the main countries of SA (Brazil, Argentina, Colombia, Peru, Ecuador, Paraguay, Chile) and some major cities (Rio de Janeiro, Buenos Aires, Lima)

North America

Tropic of Cancer
 Tropic of Capricorn
 Rocky Mountains
 Great Lakes
 Fair trade
 Administrative centre

 Recognise the countries of NA (USA, Canada, Mexico, Belize, Guatemala, El Salvador, Costa Rica, Nicaragua, Honduras, Panama, Cuba, Jamaica & Carriibbean)

The world (land use)

All 16-point compass terms (North-West etc.)
 Sustainable development
 Self-sufficiency
 Geo-politics

Year 6 History Vocabulary Ladder

Tier 1 (every lesson words)

Change, Similar, Different, Theme/trend

Understand, Significant, Order

Knowledge, Question

Interpret, Reliability, Trustworthy, Suggest, Beliefs, Bias

Consequence, Actions, Causes,

Chronology, Timeline, CE and BCE, Decade, Century, pre 1066

Artefacts, primary and secondary, evidence, research

Tier 2 (topic linked words)

Propaganda, empire, archaeologist, law, government, parliament, civilisation, invasion, empire, leader, consequences, victims and witnesses, themes and trends.

Tier 3 (technical, low frequency words)

Autumn - Darwin's Delights (Mayan civilisation)

Mexico, Mayans, drought, ritual, aqueduct, astrology, scribes, codex, city-state, maize, cacao beans, Middle world, Guatamala, noblemen

Spring - Does the Heart Ever Stop? (Crime and Punishment)

Prison, crime, illegal and legal, torture, weapons, rebel, slave, Tudors, murder, suffering, politics, parliament, defendant, trial, judge, jury, court, guilty, innocent, witness, exile, theft, treason, police, justice

Summer - Is it ever right to fight? (Second World War)

Prime Minister, Germany, Britain, Winston Churchill, invasion, Nazi, Adolf Hitler, Führer, battle, Royal Navy, Royal Air Force.