

## Hempshill Hall Humanities Curriculum Plan

### Humanities at the Foundation Stage.

#### Introduction.

The Foundation Stage curriculum provides learning in Humanities within the area of "Understanding the World." In this area, the children develop knowledge, skills and understanding that help them to make sense of the world around them. This forms the basis for later work in not only History and Geography, but also in R.E, Science and ICT.

Within "Understanding the World," the statements which relate to history and geography are:-

"Children talk about past and present events in their own lives and in the lives of family members."

"They talk about the features of their own immediate environment and how environments might vary from one to another."

#### How do we do it?

As in the rest of the school, we have always valued the use of children's first-hand experience in the learning process. This is even more important at the Foundation Stage!

Therefore activities are planned that stimulate children's interest and natural curiosity and encourage exploration, problem solving, prediction, critical thinking, decision making and discussion.

In the Foundation unit, the use of the TASC wheel by both children and key workers promotes the development of thinking skills in historical, geographical and scientific contexts. The teachers and teaching assistants plan and work collaboratively and the children rotate through activities/learning opportunities provided for them in the area of "Understanding the World." Each week, one teacher takes responsibility for planning in this area.

Some examples of planning follow which demonstrate the nature of the activities the children are engaged in.

## Key Stage 1

### Year 1

<u>GEOGRAPHY</u>	<u>HISTORY</u>
<u>Locational Knowledge:</u> Name and locate the 4 countries and capital cities of the UK using atlases and globes.	<u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate.)
<u>Human and Physical Geography:</u> Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.	<u>Key Individuals</u> i) Lives of significant historical figures including comparison of those from different periods e.g Elizabeth I & Queen Victoria; Christopher Columbus & Neil Armstrong etc. ii) Significant local people.
<u>Human and Physical Geography-Vocabulary:</u> Basic geographical vocabulary to refer to local and familiar features e.g beach, cliff, hill, mountain, town, village etc (See Curriculum document.)	<u>Key Events</u> i) Events beyond living memory that are significant nationally or globally e.g Bonfire night, Great Fire of London (events commemorated through festivals/anniversaries). ii) Events of local importance
<u>Geographical Skills:</u> Use the four compass points and simple vocabulary (e.g near, far, left, right) to describe the location of features and routes on a map.	

### Year 2

<u>GEOGRAPHY</u>	<u>HISTORY</u>
<p><u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans using atlases</p>	<p><u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate.)</p>
<p><u>Place Knowledge.</u> Compare physical and human geography of local area to a small area in a contrasting non-European country.</p>	<p><u>Key Individuals</u> i) Lives of significant historical figures including comparison of those from different periods e.g Elizabeth I &amp; Queen Victoria; Christopher Columbus &amp; Neil Armstrong etc. ii) Significant local people.</p>
<p><u>Human and Physical Geography-Vocabulary:</u> Use basic geographical vocabulary to describe a less familiar area (e.g contrasting area in non-European country.)</p>	<p><u>Key Events</u> i) Events beyond living memory that are significant nationally or globally e.g Bonfire night, Great Fire of London (events commemorated through festivals/anniversaries). ii) Events of local importance</p>
<p><u>Geographical Skills and Fieldwork:</u> Use aerial images &amp; other models to create simple plans and maps, using symbols. Use simple fieldwork &amp; observational skills to study the immediate environment.</p>	

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### Key Stage 2

#### Year 3

<u>GEOGRAPHY</u>	<u>HISTORY</u>
<u>Locational Knowledge:</u> Locate world's countries, focussing on Europe and N & S America - focus on key physical and human features.	<u>British History (taught chronologically):</u> Stone Age to Iron Age Britain, including: <ul style="list-style-type: none"><li>- Hunter-gatherers &amp; early farmers.</li><li>- Bronze age religion, technology &amp; travel.</li><li>- Iron age hill forts.</li></ul>
<u>Place Knowledge:</u> Study a contrasting region of the UK (not own locality) - human & physical geography.	
<u>Human and Physical Geography:</u> Describe & understand key aspects of climate, rivers, mountains, earthquakes, settlements, trade links etc (See Curriculum document.)	<u>Broader History Study:</u> The achievements of earliest civilizations. An overview then one in-depth study chosen from: Ancient Sumer; Indus Valley; <b>Ancient Egypt</b> ; Shang Dynasty.
<u>Geographical Skills &amp; Fieldwork:</u> Use the 8 compass points, symbols & keys, including the use of O.S maps. Use fieldwork to observe, record & explain features of the local area (using a range of methods - sketch maps, plans, graphs, digital technology.)	

## Year 4

<u>GEOGRAPHY</u>	<u>HISTORY</u>
<u>Locational Knowledge:</u> Locate world's countries, focussing on Europe and N & S America - focus on key physical and human features.	<u>British History (taught chronologically):</u> ii) Roman Empire & its impact on Britain: <ul style="list-style-type: none"><li>- Julius Caesar's attempted invasion</li><li>- Roman Empire &amp; successful Invasion</li><li>- British resistance e.g Boudicca</li><li>- Romanisation of Britain.</li></ul> ii) Britain's settlement by Anglo-Saxons & Scots. <ul style="list-style-type: none"><li>- Roman withdrawal</li><li>- Scot and Saxon invasions, settlements, place names, village life.</li><li>- Anglo-Saxon art &amp; culture.</li><li>- Christian conversion.</li></ul>
<u>Place Knowledge:</u> Study a contrasting region of the UK (not own locality) - human & physical geography.	
<u>Human and Physical Geography:</u> Describe & understand key aspects of climate, rivers, mountains, earthquakes, settlements, trade links etc (See Curriculum document.)	
<u>Geographical Skills &amp; Fieldwork:</u> Use the 8 compass points, symbols & keys, including the use of O.S maps. Use fieldwork to observe, record & explain features of the local area (using a range of methods - sketch maps, plans, graphs, digital technology.)	

## Year 5

<u>GEOGRAPHY</u>	<u>HISTORY</u>
<p><u>Locational Knowledge:</u> Name &amp; locate counties, cities, regions &amp; features of UK. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones.</p>	<p><u>British History (taught chronologically):</u> Viking and Anglo-Saxon struggle for England (up to time of Edward the Confessor.)</p> <ul style="list-style-type: none"> <li>- Viking raids.</li> <li>- Alfred the Great &amp; Athelstan</li> <li>- Danegeld</li> <li>- Anglo-Saxon laws &amp; justice</li> <li>- Edward the Confessor</li> </ul>
<p><u>Place Knowledge:</u> Study a region of Europe - human &amp; physical geography (e.g Spanish link?)</p>	
<p><u>Human and Physical Geography:</u> Understand biomes, vegetation belts, land-use, economic activity, distribution of resources etc</p>	<p><u>Broader History Study:</u> Ancient Greece</p> <ul style="list-style-type: none"> <li>- Greek life &amp; achievements &amp; their influence on the Western world.</li> </ul>
<p><u>Geographical Skills &amp; Fieldwork:</u> Use 4 figure grid references on OS maps. Use fieldwork to observe, record &amp; explain features of the local area (using a range of methods - sketch maps, plans, graphs, digital technology.)</p>	

## Year 6

<u>GEOGRAPHY</u>	<u>HISTORY</u>
<p><u>Locational Knowledge:</u> Name &amp; locate counties, cities, regions &amp; features of UK. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones.</p>	<p><u>British History (taught chronologically):</u> i) An aspect or theme extending chronological knowledge beyond 1066 Eg - The changing power of monarchs</p> <ul style="list-style-type: none"> <li>- Significant turning points in British history e.g Industrial revolution.</li> <li>- Changes in crime and punishment from Anglo-Saxons to present day.</li> </ul> <p>ii) A local history study E.g - A study of an aspect of history that is significant locally e.g Industrial revolution and effects on Nottingham (Lace industry etc!)</p> <p>THESE TWO UNITS COULD BE LINKED IN ONE TOPIC.</p>
<p><u>Place Knowledge:</u> Study a region of the Americas - human &amp; physical geography E.g Tocuaro, Mexico.</p>	<p><u>Broader History Study:</u> A Non European Society. One of : Early Islamic civilization c. AD 900 Mayan civilization c. AD 900 Benin (W. Africa) c. AD 900-1300</p>
<p><u>Human and Physical Geography:</u> Understand biomes, vegetation belts, land-use, economic activity, distribution of resources etc</p>	
<p><u>Geographical Skills &amp; Fieldwork:</u> Use 6 figure grid references on OS maps. Use fieldwork to observe, record &amp; explain features of the local area (using a range of methods - sketch maps, plans, graphs, digital technology.)</p>	