



### Humanities Curriculum Autumn Medium Term Plan

Name	Year	Spring 1	Key skills	Spring 2	Key skills
		<b>Pirates</b>		<b>Road to Freedom</b>	
	Year 1	<ul style="list-style-type: none"> <li>To be able to place the significant events about Pirates on a timeline.</li> <li>To investigate where Blackbeard travelled.</li> <li>Looking at who Blackbeard was and why he was famous.</li> <li>To compare the life in the past to life today.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.</li> <li>Describe and discuss significant people from the past.</li> <li>Begin to recognise that there are reasons why people in the past acted as they did.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<ul style="list-style-type: none"> <li>To place the significant events about transport on a timeline.</li> <li>To be able to observe artefacts, pictures and stories to ask questions.</li> <li>To understand the main events about the railway in the U.K.</li> <li>Exploring how the railway came to London.</li> <li>Understanding the impact transport had in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use dates to show the passing of time where appropriate.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Describe and discuss historical events.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>
		<ul style="list-style-type: none"> <li>Name the world's seven continents and five oceans.</li> <li>Look at the similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns of hot and cold areas of the world.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>Use world maps, atlases and globes to identify countries.</li> <li>Use simple compass directions (North, South, East and West)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify human and physical features on a map (linking this to London.)</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs to recognise landmarks and basic features.</li> <li>Use basic geographical vocabulary for physical and human features.</li> <li>Use world maps, atlases and globes to identify countries.</li> <li>Use simple compass directions (North, South, East and West)</li> </ul>
		<b>Nurturing Nurses</b>		<b>Fire of London</b>	
	Year 2	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of people from the past.</li> <li>To understand why Mary Seacole was famous.</li> <li>To be able to ask questions about Mary Seacole.</li> <li>To compare Mary Seacole to Florence Nightingale focusing on their similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their knowledge and understanding of people from the recent and more recent past.</li> <li>Begin to recognise and understand the significance of famous individuals related to their topics.</li> <li>To show an awareness of the past beyond own living memory.</li> <li>Use wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence events of how the fire of London started.</li> <li>To be able to ask questions and find out about a historical event.</li> <li>To order artefacts from different periods of time.</li> <li>Develop knowledge and understanding of people from the past. (Samuel Pepys)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to sequence events in order of time.</li> <li>To use artefacts, pictures and stories to ask questions.</li> <li>To show an awareness of the past beyond own living memory.</li> <li>Use wide vocabulary of everyday historical terms.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand that a world map shows all the countries in the world.</li> <li>Locate continents on a world map.</li> <li>Compare the UK with another non-European country. (Jamaica-Caribbean island)</li> <li>Identify the location of hot and cold places in relation to the equator and the North and South Poles. (weather patterns)</li> <li>To be able to identify the human and physical features of contrasting environments.</li> </ul>	<ul style="list-style-type: none"> <li>Locate continents on a world map.</li> <li>To be able to use a world map, globe or atlas.</li> <li>Use basic geographical vocab in relation to human and Physical Geography.</li> <li>To be able to use a map.</li> <li>Spatially match places.</li> <li>To use Geographical words to describe features.</li> </ul>	<ul style="list-style-type: none"> <li>Know and identify the human and geographical features of the local area and compare them to another non-European country.</li> <li>To recognise and match features of my local area, on a map. (Linked to Hackney.)</li> <li>To understand a simple map and the symbols in a key.</li> <li>Draw a map using simple map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions.</li> <li>Use positional language.</li> <li>Identify landmarks on a simple map.</li> <li>Identify the human and physical features of contrasting environments (e.g.: 2 localities studied for place knowledge)</li> <li>To be able to use a world map, globe or atlas.</li> <li>Use basic geographical vocab in relation to human and Physical Geography.</li> <li>To be able to use a map.</li> <li>To use Geographical words to describe features.</li> <li>To use Geographical words to describe features.</li> </ul>
		<b>Stone Age to Bronze age</b>		<b>Romans</b>	
	Year 3	<ul style="list-style-type: none"> <li>Know how to research historical time periods (Stone age.)</li> <li>To be able to place the Stone age and Bronze age on a timeline.</li> <li>To place national and international events on a timeline including the three parts of the Stone age.</li> <li>To Begin to have a knowledge and understanding of some of the main people, events and periods from the history of their locality and Britain. (Stonehenge and Copper mining.)</li> </ul>	<ul style="list-style-type: none"> <li>To ask more relevant questions.</li> <li>Develop the appropriate use of historical terms.</li> <li>To be able to use language connected to measuring of time. (For example: hours, weeks, years, decades, centuries.)</li> <li>To be able to look at different sources of evidence for research purposes.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand different opinions of the Romans from the past.</li> <li>To know how to research historical time periods. (Romans.)</li> <li>To be able to place the Roman era on a timeline.</li> <li>Begin to link famous individuals to timelines. (Julia Caesar/Boudicca)</li> <li>To recognise famous British individuals, including inventors, scientists, religious leaders, and politicians in the past.</li> </ul>	<ul style="list-style-type: none"> <li>To ask more relevant questions.</li> <li>Develop the appropriate use of historical terms.</li> <li>To be able to use language connected to measuring of time. (For example: hours, weeks, years, decades, centuries.)</li> <li>To be able to look at different sources of evidence for research purposes.</li> </ul>
		<ul style="list-style-type: none"> <li>Locate key cities, counties, countries and surrounding seas.</li> <li>To understand why people have chosen to live in certain parts of the world. (Skara Brae)</li> <li>Know and identify the human and geographical features of the local area and compare them to another non-European country.</li> <li>To locate where the circles of latitude are.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital maps, with a key to find human and physical features.</li> <li>Draw a map using map symbols and a key.</li> <li>To begin to use locational language to describe a location on a map.</li> <li>To use the four points of a compass to describe position and location.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to locate countries, continents and seas (linked to the location of Hadrian's Wall.)</li> <li>To be able to compare the UK with another non-European country. (Linked to a place the romans conquered.)</li> <li>To understand why people have chosen to live in certain parts of the world.</li> <li>Understand weather patterns, in relation to the equator.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases,</li> <li>Globes and digital maps, with a key to find human and physical features.</li> <li>Draw a map using map symbols and a key.</li> <li>To begin to use locational language to describe a location on a map.</li> <li>To use the four points of a compass to describe position and location.</li> </ul>

	Year	Indus Valley		Viking Raids and Anglo Saxons	
	4	<ul style="list-style-type: none"> <li>To be able to date events linked to the Indus valley and place them on a timeline.</li> <li>To continue to place famous individuals from the Indus valley to a timeline.</li> <li>To begin to look at individuals in the Indus kingdom and recognise their achievements linked to different technological, scientific, cultural and aesthetic achievements.</li> </ul>	<ul style="list-style-type: none"> <li>To ask more relevant questions.</li> <li>Develop the appropriate use of historical terms.</li> <li>To use language connected the measuring of time. For example: hours, weeks, years, decades, centuries.</li> <li>Develop the appropriate use of historical terms.</li> <li>Continue to place famous individuals from across the world to timelines.</li> <li>To understand the terms BC, AD and decade.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to date events linked to Viking raids and place them on a timeline.</li> <li>Continue to place famous individuals from the Anglo Saxons to a timeline.</li> <li>To begin to look at individuals in Anglo Saxon and Viking era and recognise their achievements linked to different technological, scientific, cultural and aesthetic achievements.</li> </ul>	<ul style="list-style-type: none"> <li>To ask more relevant questions.</li> <li>Develop the appropriate use of historical terms.</li> <li>Language connected the measuring of time. For example: hours, weeks, years, decades, centuries.</li> <li>Develop the appropriate use of historical terms.</li> <li>Continue to place famous individuals from across the world to timelines.</li> <li>To understand the terms BC, AD and decade.</li> <li>To begin to understand different opinions of the past.</li> </ul>
		<ul style="list-style-type: none"> <li>To locate key cities, counties, countries and surrounding seas that use to be the Indus valley.</li> <li>To know how to recognise and locate human and physical features of the Indus valley.</li> <li>To understand the climate zones and changes in temperatures in relation to the 5 circles of latitude.</li> <li>To be able to discuss reasons why civilizations settled in specific locations. (Linked to the Indus valley.)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a variety of resources to map out physical geography features.</li> <li>Use maps, atlases, globes and digital mapping to locate an area.</li> <li>Use locational language to describe a location on a map.</li> <li>To locate countries, mountain ranges, rivers, oceans and tectonic plates.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how to use letter and number co-ordinates to find features on a map.</li> <li>To recognise and consider how the shape of physical geography has affected where we live (Linking this to our Anglo-Saxon history.)</li> <li>To use the eight points of a compass to describe position and location.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a variety of resources to map out physical geography features.</li> <li>Use maps, atlases, globes and digital mapping to locate an area with a key, to find features.</li> <li>Use locational language to describe a location on a map.</li> </ul>
		Ancient Benin		Windrush	
	Year 5	<ul style="list-style-type: none"> <li>To understand primary and secondary sources from the Ancient Benin kingdom.</li> <li>To understand how sources can help us understand the past.</li> <li>Begin to understand bias against certain artefacts from the past.</li> <li>To begin to draw comparisons with other famous individuals within the period of Ancient Benin kingdom (compare the Oba to another figure within the Benin kingdom.)</li> </ul>	<ul style="list-style-type: none"> <li>To use terms related to the Ancient Benin kingdom and appropriate period labels.</li> <li>To develop the language of chronology (period, duration, BC, AD 'and be able to use dates.)</li> <li>Develop the appropriate use of historical terms.</li> <li>To be able to use language connected to the measuring of time. For example: hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, BC.</li> </ul>	<ul style="list-style-type: none"> <li>To Recognise and discuss the roles of individuals from the Windrush period, understanding why they migrated and being able to evaluate their achievements to British history and culture.</li> <li>To understand how sources of evidence can help us understand the Windrush period.</li> <li>Beginning to understand bias against certain artefacts from the past.</li> <li>Securely place famous individuals from the Windrush period on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>To use terms related to the Windrush period and appropriate period labels.</li> <li>To develop the language of chronology (period, duration, BC, AD and be able to use dates.)</li> <li>Develop the appropriate use of historical terms.</li> <li>To be able to use language connected to the measuring of time. For example: hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, BC.</li> </ul>

		<ul style="list-style-type: none"> <li>To compare the main cultural differences between a country in West Africa (Nigeria) and the UK.</li> <li>To be able to locate key cities and countries in West Africa and the surrounding seas.</li> <li>To know and understand the 6 main biomes of the world (taiga, tundra, desert, grassland, rainforest, deciduous forest).</li> </ul>	<ul style="list-style-type: none"> <li>To use the eight points of a compass to describe position and location. (include a 4-figure grid reference)</li> <li>Use maps, atlases, globes and digital maps, with a more complex key, to find features.</li> <li>Use locational language to describe a location on a map.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to locate key cities, countries in the Caribbean and the surrounding seas.</li> <li>To compare the main cultural differences between the Caribbean (Jamaica) and the UK.</li> <li>To know the geographical features which make up the UK and link this to where the Windrush boat docked. (Tilbury docks, Essex.)</li> </ul>	<ul style="list-style-type: none"> <li>To use the eight points of a compass to describe position and location. (include a 4-figure grid reference)</li> <li>Use maps, atlases, globes and digital maps, with a more complex key, to find features.</li> <li>Use locational language to describe a location on a map.</li> </ul>
		<b>Ancient Greeks</b>		<b>World War II</b>	
	Year 6	<ul style="list-style-type: none"> <li>To Compare and contrast democracy in ancient Greece to the modern day.</li> <li>To place Ancient Greece on a timeline in relation to the modern day.</li> <li>To recognise and discuss individuals from the Ancient Greeks, evaluating their achievements, the impact they had on society and their legacy.</li> <li>To understand primary and secondary sources and to develop an understanding of how these can help us understand the past.</li> </ul>	<ul style="list-style-type: none"> <li>To make comparisons between different times in the past.</li> <li>Develop the appropriate use of historical terms.</li> <li>Use language connected the measuring of time. For example: hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, BC.</li> <li>To use Primary and secondary resources to gather information.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to Place individuals linked to WWII on a timeline securely and be able to explain their historical significance.</li> <li>To place specific events from the period of WWII on a timeline by decades.</li> <li>To securely draw comparisons with key individuals from WWII.</li> <li>To understand primary and secondary sources and to develop an understanding of how these can help us understand the past.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms.</li> <li>Use language connected the measuring of time. For example: hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, BC.</li> <li>To use primary and secondary resources to gather information.</li> <li>Beginning to understand bias opinions against certain artefacts from the past.</li> </ul>
		<ul style="list-style-type: none"> <li>To know and compare the geographical features which make up the world. (landscape, biome, climate, human and physical geography)</li> <li>To locate key cities, counties, countries and surrounding seas and channels of Greece.</li> <li>To observe, measure and record (using different methods) weather patterns and features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital maps, with a key to find features.</li> <li>To use the eight points of a compass to describe position and location. (include a 6-figure grid reference)</li> <li>To use Geographical terms to describe features. (human &amp; Physical)</li> </ul>	<ul style="list-style-type: none"> <li>To know and compare the geographical features which make up the UK. (focussing on area that was linked to WWII)</li> <li>To Explore and locate key cities, counties, countries and surrounding seas and channels linked to WWII.</li> <li>To compare the main cultural differences between a country in a different continent and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital maps, with a key to find features.</li> <li>To use the eight points of a compass to describe position and location. (include a 6-figure grid reference)</li> <li>To use Geographical terms to describe features. (human &amp; Physical)</li> </ul>