



Humanities Curriculum Autumn Medium Term Plan

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

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

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

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