

Subject: Humanities

Links to the Early Years Foundation Stage Curriculum

Despite humanities not being explicitly part of the EY framework, it is addressed through a combination of teacher directed input alongside the Development Matters framework. The prime and specific areas are gifts when teaching the very beginnings of humanities. Through exposure to high quality texts and artefacts, pupils are able to begin to understand the passage of time and how they fit into the world. They look at how they develop and care for one another and how they differ to a baby. As the year goes on, pupils begin to recognise the difference between 'old and new' when they encounter national events (e.g. Remembrance Day, New Years' Day) and they know the importance of ordinal numbers through daily date recognition – this is the start of pupils understanding chronology.

Within 'Understanding the World' in Developing Matters the DfE's non-statutory framework – it states:

'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.' (pg. 99)

Subject: Humanities

Year group:1

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Homes</p> <p>The main context for learning is linked to English and RE where pupils explore the themes of family and home.</p> <p>This unit builds on learning in Reception when they compared homes now and in the past by learning about different houses.</p> <p>This topic will allow pupils to be introduced to the idea of chronology by using a simple timeline. Pupils will use historical sources such as artefacts and pictures.</p> <p>At the end of the unit, pupils will be able to talk about and compare changes in houses and household objects now and those from the past.</p>	<p>War and Remembrance/Significant History in Local Environment – UK</p> <p>This War and Remembrance unit will teach pupils about a significant event in British and global history: the First World War and Remembrance Day.</p> <p>The study of this unit builds on knowledge gained in Reception, where pupils learnt about the Poppy and Remembrance.</p> <p>This unit will provide the basis for pupils to learn about their local area and begin to develop geographical skills through looking at maps of Birtley from war time.</p>	<p>Neil Armstrong</p> <p>The main context for learning is linked to English and builds on work covered in Reception by developing their knowledge and understanding of the world and the planet.</p> <p>This unit introduces the pupils to the idea that historical events have an impact on what happens today.</p> <p>At the end of the unit, pupils will be able to recall facts about Neil Armstrong and the first moon landing. They will also know about the International Space Station and the British astronaut, Tim Peake.</p>	<p>The United Kingdom</p> <p>The main context for learning in this unit builds on prior learning about the local area.</p> <p>This unit provides the basis for pupils to extend their learning to the country they live in. They will continue to learn how to use atlases and maps.</p> <p>At the end of this unit, the pupils will be able to name the four countries of the UK and locate them on a map, name their capital cities, identify their flags and talk about some features of those countries.</p>	<p>Comparing Newcastle and Ushuaia in Argentina.</p> <p>The main context for learning in this unit is English where the text is set in England and the South Pole.</p> <p>This unit provides the basis for pupils to continue to develop an understanding of the wider world. Pupils will be introduced to Argentina and Ushuaia, the southernmost city in the world.</p> <p>At the end of the unit, the pupils will know the difference between human and physical features in geography. They will be able to use these features to compare their own city with another non-European city.</p>	<p>Castles</p> <p>The main context for learning in this unit is Jack and the Beanstalk, this term's English text.</p> <p>This unit of study introduces pupils to the monarchy, which they will study in KS2 units such as, the Victorians. Links can be made to geography as castles are a significant feature of local history.</p> <p>At the end of the unit, the pupils will know why castles were built and where. They will be able to describe a Motte and Bailey castle and talk about who lived in a castle. They will also be able to talk about life as a knight.</p>

<p>Homes:</p> <p>What sorts of houses do we live in? To identify and investigate different homes today.</p> <p>To compare the different houses the children in our class live in.</p> <p>To draw your house.</p> <p>How have houses changed over time? To develop an awareness of the past, identify similarities and differences between ways of life in different periods.</p> <p>To introduce the idea of chronology.</p> <p>To look at pictures of houses built at different times and order them from oldest to newest.</p> <p>What did people have inside their homes? To reveal aspects of change in national life.</p> <p>To explore real and pictures of household objects used now and in the past.</p> <p>To sort objects from a home from the past and a modern-day house.</p> <p>What did people in the past use to help them do their housework? To understand how things have changed over time.</p> <p>To use sources, e.g., pictures to show how homes have changes over time.</p>	<p>War and Remembrance/Significant History in Local Environment – UK</p> <p>What and when was the first world war? To learn the dates of WWI.</p> <p>To know some of the Allie countries involved in WWI.</p> <p>How do we remember the war? To know the use of the Poppy.</p> <p>To learn about the Cenotaph in Birtley and London.</p> <p>How was Birtley a part of WWI? To recognise Birtley on a map.</p> <p>To notice the difference between modern and historical maps.</p> <p>To use secondary sources (photographs) to learn about Elizabethville and the Birtley Belgians.</p> <p>To understand why the Birtley Belgians were important.</p>	<p>Neil Armstrong:</p> <p>Has anyone walked on the Moon? To be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Why did they go to the Moon? To use footage of President Kennedy saying a man would go to the Moon to learn about the space race.</p> <p>Who was Neil Armstrong? To research and find facts about Neil Armstrong. To sequence pictures of events in Neil Armstrong's life to create a timeline, using a video source.</p> <p>How did they get to the Moon? To use sources such as videos, newspaper articles and pictures to learn about the Apollo 11 mission and the other two astronauts.</p> <p>To make a spider diagram of facts.</p> <p>To use researched facts, write an information booklet about the first moon landing.</p> <p>Do astronauts still go to the Moon? To consider how the events of 1969 have made an impact on life today.</p> <p>To compare the mission of Neil Armstrong to that of Tim Peake.</p>	<p>The United Kingdom:</p> <p>What is the United Kingdom? To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Can you find the United Kingdom on a globe and a world map? To use Google Earth and a globe to locate the UK. To know we live on an island.</p> <p>To look at where we live in the world, comparing it to other countries. To understand the word continent.</p> <p>What are the four countries of the UK? To use an atlas to find and identify the four countries of the United Kingdom and match the flag to each country.</p> <p>What is a capital city? To name the capital cities of the countries of the UK.</p> <p>To use the internet to identify features of each country.</p> <p>To use an atlas to find some of the main rivers and cities in the UK.</p> <p>What would it be like to live in a different part of the UK? To compare a contrasting place in the UK with Birtley - e.g., Lake District. Learn</p>	<p>Comparing Gateshead (Birtley) to Ushuaia, Argentina:</p> <p>What is it like to live near the South Pole? To 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>Are all parts of the world like where we live? To use an atlas and a globe to learn that some areas of the world are hot, and others are cold.</p> <p>To learn what physical and human geography is.</p> <p>To use maps and pictures to study the human and physical geography of Ushuaia.</p> <p>To use maps and pictures to study the human and physical geography of Newcastle.</p> <p>What would I find the same and different if I went to Ushuaia? To compare the human and physical geography of Birtley and Ushuaia.</p>	<p>Castles:</p> <p>Why are there lots of castles in the North East of England? To learn about invaders (Romans, Vikings, Anglo-Saxons and Normans) and why we have castles all over England.</p> <p>Where were the castles built? To look at maps and find out why locations were chosen.</p> <p>What did castles look like? To use sources, such as pictures, to find out what a Motte and Bailey castle is and label pictures.</p> <p>To make a Motte and Bailey castle.</p> <p>Who lived in a castle? To use sources such as the internet, find out who lived in the castle?</p> <p>To learn about knights by visiting Newcastle Castle Keep.</p>
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(Suggested book Peepo!) by Janet and Alan Ahlberg.) To explore household artefacts from the past and compare them to today's household items to show how aspects of family life have changed.			geographical features associated with each area.		
	Enrichment activities to enhance learning.			Enrichment activities to enhance learning.	Enrichment activities to enhance learning.
	Visit to the old gates of Elizabethville.			Visit from Antarctic Explorer.	Visit to Newcastle Keep

Subject: Humanities						Year group: 2								
Autumn			Spring			Summer								
1	2		1	2		1	2		1	2				
Overview	Overview		Overview	Overview		Overview	Overview		Overview	Overview				
Amazing Africa The main context for learning is linked to English this term, where pupils explore Africa. This topic is a fantastic way of introducing pupils to the culture, wildlife and customs of one of the most fascinating continents on the planet. This unit of study will develop pupils' geographical knowledge and awareness of the world around them. Throughout the term, pupils will revisit locational knowledge, for example: location of the UK, countries that make up the UK and capital cities. Additionally, pupils will explore climate and weather patterns, agriculture, traditions and life in Africa, the seven continents, oceans and seas. An enquiry-based approach will allow pupils to think more deeply about their learning. As a result of this unit, pupils will demonstrate their knowledge and understanding through a variety of mediums. For example: non-chronological reports; descriptive writing; and writing and performing a			FIRE! FIRE! The Great Fire of London: The main context for learning is linked to English and design technology this term. The core text used in both English and history is, the Great Fire of London. This unit will continue to reinforce those historical events and how they have impacted on life today. Throughout this half term, pupils will improve their research skills, asking and answering questions about the past, as well as writing in a range of genres for a variety of purposes. As a result of enquiry-based and practical lessons, pupils will increase their knowledge of this significant event in history; acknowledge the impact that the Great Fire had on today's architecture and gain an insight into life living in London in 1666. Pupils will compare both homes and living conditions.			Local Area Study Throughout this half term learning will instil a sense of belonging and identity as the children will learn the history of their local community and understand their heritage. Children will have the opportunity to explore their local area in more detail and discover different landmarks and the society they or their family may have been brought up in, which in turn will provoke curiosity and engagement. Pupils will have the opportunity to use an enquiry-based approach and use prior locational and geographically knowledge to embed their learning about their local area.			Florence Nightingale and Mary Seacole: Throughout this half term, pupils will investigate the lives of significant individuals who have contributed to national and international achievement when they learn about Florence Nightingale and Mary Seacole. Pupils will have the opportunity to write letters from the perspective of both women and articulate their growing knowledge of facts by producing a detailed and well-structured fact file. Both hot seating and freeze frame activities will be embedded throughout the term as this will allow the pupils to step into the lives of each woman.			Grace Darling : The main context for learning is aligned to English this half term where our core text is 'The Lighthouse Keeper's Lunch.' Throughout this unit of work, pupils will explore the life and work of a local person from history. Pupils will have opportunities to analyse and evaluate the reliability of primary and secondary sources. Using a range of sources, pupils will question and investigate the historical figure and the impact they have had on today's society. Finally, pupils will investigate the importance of lighthouses and locate famous and unusual lighthouses using maps, atlases, and digital media. Additionally, pupils will explore the relationship between Grace Darling and the RNLI.		

<p>weather report. Supplementing these exciting writing opportunities, pupils will be offered a range of fieldwork activities which will be embedded throughout the term, thus, increasing pupils' understanding of basic map reading, coordinates, and compass points.</p> <p>The learning opportunities will also focus on the pupil's ability to recognise, describe, and compare two climate zones, as well as identifying both physical and human characteristics. Using a range of maps, globes and digital media, pupils will explore the various landmarks and locations in Africa.</p>	<p>By the end of the unit, pupils will be able to articulate key facts and dates and be able to place this event on a timeline. Pupils will also recognise the importance of primary sources and understand how sources help us learn key pieces of information about the past.</p>	<p>The children will undertake fieldwork and present their findings in different ways to present to others and continue to expand their knowledge by reading, drawing and following maps.</p>	<p>By the end of the half term, pupils will have a deeper understanding of the impact both Florence Nightingale and Mary Seacole had on the history of nursing.</p>	<p>As a result of this unit, pupils will have a good understanding of how local historical events impact both on a national and international scale. In addition, pupils will expand their knowledge of lighthouses and the coastline whilst refining map reading skills.</p>
<p>Key Vocab: Continent, country, capital city, climate, rural, city, coast, mountain, savannah, farm, house, traditional, modern</p>	<p>Key Vocab: Bakery, diary, embers, eyewitness, flammable, leather bucket, London, River Thames, St. Paul's Cathedral. Thatched roof, Tower of London</p>	<p>Key Vocab: Compass, direction, fieldwork, map, symbol, house</p>	<p>Key Vocab: Significant, improve, conditions, legacy, influential, insanitary</p>	<p>Key Vocab: Survivors, Northumberland, boat, storm, rescue, waves, lighthouse, heroine, wreck, Victorian, island, Steamship</p>
<p>Key Knowledge:</p> <ul style="list-style-type: none"> To use maps, atlases and globes to identify countries and continents. To use maps to recognise landmarks and basic human and physical features. To use basic geographical language to refer to key human features including city, town, village, farm and house. To understand and describe geographical similarities and differences between where we live and a non-European country. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> A fire started in Thomas Farriner's Bakery on Pudding Lane. Fire Fighters tried to tackle the fire but it spread quickly. People tried to escape using the River Thames. Houses were pulled down to stop the fire spreading. St. Paul's Cathedral was destroyed. The fire started to burn down more slowly as the wind died down. Rubert Hubert was hanged after confessing to the fire- which turned out to be a lie , it was an accident. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> England, Scotland, Wales and Northern Ireland are the four countries which make up the United Kingdom. Birtley is in England in the Northeast. A map uses symbols to help us label features. Human features (like roads, houses and bridges) are things that have been built by people. Physical features (like rivers, streams, mountains and seas) are natural thing you can see around you. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Mary Seacole and Florence Nightingale were nurses in Victorian times (1837-1901). Florence Nightingale made the soldiers hospitals cleaner and changed nursing practices for the better. Mary Seacole went into the battlefields to help treat soldiers. Both nurses each have a statue in London to commemorate their achievements. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> People have visited the seaside for holidays for many years. People used to wear bathing suits at the seaside. The coastline around the UK is where you will find seaside resorts. In Victorian times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the promenade or to go sea bathing. Tourists send postcards when they have visited the seaside. Grace Darling lived in a lighthouse with her family. Grace Darling rescued survivors from a shipwreck in 1838.
<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>

<p>Kenya</p> <p>Where in the world do we live? To name and locate the 7 continents and 5 oceans.</p> <p>Why are there hot and cold locations in the world? To identify the locations of hot and cold areas of the world in relation to the equator.</p> <p>To describe its geographical position.</p> <p>Where is Kenya in relation to the UK? To compare the climate in the UK with Kenya.</p> <p>To identify similarities between 2 locations.</p> <p>To write a short description of two contrasting locations.</p> <p>Similarities and differences</p> <p>To write an information leaflet.</p> <p>To locate two countries and describe their geographical positions.</p> <p>To describe which climate zone each country is located.</p> <p>To compare images focusing on physical and human geography.</p> <p>What is seasonal change and how does it affect our weather in the UK? To analyse seasonal and daily weather patterns.</p> <p>To analyse graphs and charts and compare and interpret the data.</p> <p>Does the UK experience the same weather patterns as Kenya? To compare weather patterns, animals, human life and visual differences between UK and Kenya.</p>	<p>FIRE! FIRE! The Great Fire of London:</p> <p>Who was responsible for the Great Fire of London? To understand where historic events fits chronologically (1666 and 1854).</p> <p>To sequence and order key events and orally discuss links.</p> <p>To know who King James is and when he ruled. To understand his role in the GfOL.</p> <p>Why did the Great Fire burn for 4 days? To retrieve, record and analyse facts and information. (what happened, when, why, how did they put it out, what now).</p> <p>To write a newspaper report.</p> <p>How did the Great Fire impact those living in London and surrounding areas? To research primary and secondary sources to gain an understanding of events beyond living memory that is significant nationally.</p> <p>To extract key information from the text (structure, dates, events etc.)</p> <p>To write a letter detailing life in London as a child.</p> <p>To understand the difficult living conditions at that time.</p> <p>Who is Samuel Pepys? To learn about Samuel Pepys. To explore Samuel's diary entries and extract key information.</p> <p>To retrieve and record key information.</p> <p>To analyse a range of sources.</p>	<p>Birtley</p> <p>Where in the world is Birtley? (Locational and geographically knowledge) To find/place themselves on the map (look at and explore 4-point compass).</p> <p>To describe where we live.</p> <p>To identify how land use locally has changed over time.</p> <p>Focus on the physical and human features of Birtley and recognise how places have become the way they are.</p> <p>Map a local area of interest.</p> <p>Follow a route on a map.</p> <p>To consider and use geographical questions about our local area.</p> <p>Planning local fieldwork and how to share our data.</p>	<p>Florence Nightingale and Mary Seacole :</p> <p>What do we know already about life in the 19th Century? To understand where a historic event fits chronologically (Crimean war 1853-56)</p> <p>How did Florence Nightingale change nursing? To evaluate significant individuals' contribution to national achievement.</p> <p>How did women contribute to war effort? To write a letter from the point of view of Mary Seacole/Florence Nightingale (record facts, dates, and historical information).</p> <p>What do the similarities and differences between the experiences of Florence and Mary tell us about society at this time? To compare the experiences of women from different social status/ethnicity.</p> <p>How has the role of nursing changed? To investigate and analyse changes to nursing and wider society.</p>	<p>Grace Darling :</p> <p>What do we know already about life in the 19th Century? To understand where a historic event fits chronologically.</p> <p>What was Grace Darling's everyday life like? To write a diary entry detailing key facts and information.</p> <p>Who was Grace Darling and why is she important today? To evaluate significant individuals' contribution to national achievement.</p> <p>How do we know about Grace's actions which happened so long ago? To analyse the impact of the rescue and the fame it generated, for society and Grace herself.</p> <p>Are all versions of Grace's story the same? If not, then why not? To analyse a range of sources.</p> <p>To discuss the reliability of the source.</p> <p>What legacy did Grace Darling leave on today's society? How did sea rescue improve after her heroic act? To understand the role of lighthouses, ships and the RNLI.</p> <p>Geography Where would you rather live? To compare two seaside locations. Northumberland coast and tropical coastline (revisit autumn term).</p> <p>To be able to locate UK coastlines.</p>
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<p>To write a short weather report.</p> <p>Can you draw a map with labels and instructions? To draw a simple map including labels.</p> <p>To orientate a map accurately.</p> <p>To recognise and use the 4 compass points.</p>	<p>Why did the fire spread so fast? To generate a range of open-ended questions and interview famous diarist, Samuel Pepys.</p> <p>To plan a hot seating activity.</p> <p>To develop questioning skills through teaching and providing regular opportunities to reflect and ask questions to direct their next steps in learning.</p> <p>How have the streets of London changed since the great fire? To use primary and secondary sources to gather information.</p> <p>To write an estate agent report/brochure describing Tudor houses both prior to and after the fire.</p> <p>To evaluate the stability of a Tudor building.</p> <p>To write a description.</p> <p>How has London changed since the Great Fire? To compare maps of London (pre and post fire).</p> <p>To describe what you notice and explain how this impacted London's trade, living conditions etc.</p> <p>Has the Fire Brigade always existed? To explore how the fire brigade changed over the years.</p> <p>To compare the fire brigade then and now.</p> <p>How was the great fire remembered? To evaluate the impact of historical events.</p>	<p>To plan a simple route.</p> <p>To collect and organise simple data from first and second hand sources.</p> <p>To observe and record in different ways e.g. Sketches, charts, diagrams.</p> <p>To use simple field sketches and diagrams.</p> <p>To explain simple patterns and offer explanations (e.g. count traffic and offer explanations to why the flow changes).</p> <p>To use a camera in the field with help to record what they have seen- Label the photo and place on a map.</p>	<p>To describe the physical characteristics of the coastline.</p> <p>To write a 'wish you were here' postcard. Pupils will describe the features, climate, weather and landmarks.</p>
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Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning		Enrichment activities to reinforce learning	Enrichment activities to reinforce learning
Africa Discovery Museum topic box		Visits to: Gateshead Quayside That History Bloke Mark Stutt – Great Fire/Fire Safety workshop BBC Teach school radio series.		Visits to: Virtual visit to Florence Nightingale. Watch Meet Miss Nightingale films.	Visits to: Grace Darling Museum, Souter/St. Mary's Lighthouse. BBC Meet Grace films. Pen pal scheme with a different coastal school?

Subject: Humanities				Year group: 3	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>The Stone Age:</p> <p>This half term pupils will explore and learn about the Stone Age. Pupils will learn about advancements with tools, how people lived and how society developed over time.</p> <p>Pupils will build on prior learning from Year 2 by drawing on their knowledge of historical events to place the Stone Age on a timeline. They will use their previously learned skills in historical study and using primary and secondary sources, to investigate artefacts from this time period.</p> <p>By the end of this unit, pupils will have a deeper understanding of the Stone Age, its place in history</p>	<p>The UK:</p> <p>This unit on 'The UK' will give the pupils the opportunity to gain valuable experience in working with maps. This will build upon their previous experience with map reading and investigating the UK in KS1. Their work on the UK in Year 3 will involve pupils developing a deeper understanding of the key features of human and physical geography. They will use their prior knowledge of other countries to investigate flags, capital cities and landmarks in the UK.</p> <p>The pupils will also look at the climate in the UK and what changes we have witnessed due to global warming. It will also involve investigating which animals are native to the UK, based on the climate.</p>	<p>The Romans:</p> <p>The main context for learning is our topic of the Romans. There are links to English through the writing of Roman playscripts and the study of forces in science. Learning in these subject areas will be deepened by a greater historical understanding of the Roman times, technological advancements and how people lived.</p> <p>Pupils will build on prior learning from Year 2 by drawing on their knowledge of historical events, to place the Romans on a timeline. They will use their previously learned skills in historical study and use primary and secondary sources to investigate the time period.</p>	<p>Settlements:</p> <p>In this topic of Settlements, the pupils will investigate how settlements come to be, how they are named and what made a settlement successful.</p> <p>The pupils will learn about settlements around the world and their significance in our understanding of the way in which humans live and have lived.</p> <p>In this unit, the children will put themselves in the mindset of a settler, considering what they would need to take into account, before making somewhere their new home.</p> <p>This unit links well to the history topics of Stone Age and Romans.</p>	<p>Agriculture:</p> <p>In this unit, pupils will improve their knowledge of topography and cartography and recognise how farming infrastructure has changed and improved throughout the ages.</p> <p>This unit of study, follows 'Settlements' – where pupils will have already discussed the reasons for settlements in certain areas and can apply this knowledge to the context of the farming world.</p> <p>Different farming methodologies and sustainability strategies will also be discussed and taught.</p>	<p>Mountains:</p> <p>The mountains unit of study incorporates key geographical skills including: climate, biomes, map skills and will further reinforce their knowledge of agriculture by understanding that in some mountainous regions, hill farming/upland sheep farming is a useful way to use the land.</p> <p>Key explorers e.g. Christopher Columbus, Sir Ranulph Fiennes – the oldest Briton to climb Mount Everest in Nepal.</p>

<p>and improved skills in historical investigation. They will be able to place the Stone Age on a timeline and will have made comparisons between time periods.</p>	<p>By the end of this unit, pupils will have a greater understanding of the complexities of the UK and what makes our nation so interesting.</p>	<p>By the end of this unit, pupils will have a deeper understanding of the Roman period, its place in history and improved skills in historical investigation. They will be able to place the Romans on a timeline and make comparisons between time periods. They will have been taught about the Roman Empire and the Romanisation of Britain and the impact of technology, culture and beliefs, including early Christianity.</p>			
<p>Key Vocab: Archaeologist, artefact, BC, domestication, flint, homo sapiens, hunter gatherer, neanderthal, neolithic, nomad, palaeolithic, saddle quern</p>	<p>Key Vocab: County, prime meridian, immigration, UK, Great Britain, landmark, millennium</p>	<p>Key Vocab: Cavalry, Celts, Boudicca, centurion, forum, gladiator, infantry, insula, legacy, legion, Roman Villa, stadium</p>	<p>Key Vocab: Agriculture, early settlers, healthcare, industrial, leisure, retail, settlement</p>	<p>Key Vocab: Agriculture, brown belt, coastal, diary, forestry, freshwater, green belt organic, poultry, protected land, wilding.</p>	<p>Key Vocab: Altitude, avalanche, biomes, contour lines, explorer, plateau mountains, rivers, tourism, vegetation belts, water cycles.</p> <p>Key Explorers: Christopher Columbus (1451 – 1502), James Cook 1728 – 1779), Sir Ranulph Fiennes (1944 – present day)</p>
<p>Key Knowledge:</p> <ul style="list-style-type: none"> Know that the Stone Age was a prehistoric time that started in Britain around 800,000 years ago. Understand that we know about the Stone Age to the Iron Age from artefacts. Understand that life changed over this time and people settled, created better tools and weapons and started farming. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Local Governments control the local areas of counties and their services. These services include: Education, Transport, Policing, Public Safety, Social Care The prime meridian is an imaginary line which runs through the Royal Observatory in Greenwich. It is also used as the basis for the world's time zones. Many people decide to move to and live permanently in the UK. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Know some differences between the daily lives of the Celts and the Romans (houses, clothes, art, entertainment, fighting). Know some reasons the Romans invaded Britain (goods, slaves, power, ambition, revenge). Know that there were three invasions of Britain by the Romans (Unsuccessfully in 55 & 54BC and successfully in 43AD). 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Many of the places where people live today have existed for hundreds or even thousands of years. They were created by early settlers to the UK including Romans, Vikings, Anglo-Saxons. London – AD 43, Grimsby – AD 800, Milton Keynes - AD 1967 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Use maps and atlases to describe agricultural land mix. To explain how land is used for different types of farming. To explain why an area is suited to crop for livestock farming. To describe ways farming has changed since 1950s. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Maps often use symbols to represent things. The key explains what the symbol shows. A cartographer is someone who draws or produces maps. James Cook (1728 – 1779) was a British explorer and cartographer. A topographical map shows the shape and features of the land including mountains, rivers, lakes and valleys. To know that key explorers are: Christopher Columbus (1451 –

<ul style="list-style-type: none"> Understand that we have learned a lot about this time from Skara Brae and Stonehenge. 		<ul style="list-style-type: none"> Know reasons why Boudicca rebelled against the Romans (taxes, property, right to rule, her public flogging). Understand that there are different views of Boudicca and why this might be (who by and when written). Know the impact Roman settlement had on life in Britain (towns, plants, animals, Christianity, ways of reading and counting, roads). 			<p>1502), James Cook 1728 – 1779), Sir Ranulph Fiennes (1944 – present day)</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>The Stone Age:</p> <p>Who were the Stone Age? To investigate a range of sources to understand who the Stone Age were and what that teaches us about the history of the human race,</p> <p>How do we know about the Stone Age? To use a range of primary and secondary sources to gain insight into Stone Age life.</p> <p>What can we learn from Stone Age art? To investigate Stone Age art and look at what conclusions can be made, based on the location, design and method of the paintings.</p> <p>What is Skara Brae?</p>	<p>The UK:</p> <p>Where is the United Kingdom in relation to Europe? To use a map to see the physical location of the UK and use historical accounts to show how the UK used to be attached to mainland Europe.</p> <p>What are the key physical features of the UK? To use a map to locate physical features of the UK.</p> <p>What are the key human features of the UK? To investigate the difference between physical and human geography</p> <p>What is the climate of the UK? To investigate the climate in the UK, any changes due to global</p>	<p>The Romans:</p> <p>What did Britain have that the Romans wanted? To investigate the motivation behind invasions and settlements.</p> <p>Why did Julius Caesar want to conquer Britannia? To investigate historical figures and their motivation.</p> <p>What was life like in a Roman Fort? To investigate daily life in a Roman fort, putting this information into context with a trip to an excavated Roman fort.</p> <p>Who was Boudicca? To investigate an historical figure, the historical accuracy of the stories that surround</p>	<p>Settlements:</p> <p>What did early settlers need? To look at the key features needed by early settlers.</p> <p>Where would you settle? To form an opinion based on historical data, logic, geographical data and historical accounts of settlements.</p> <p>What do place names tell us about their origin? To look at the etymology of places names in the UK and look at the meaning behind specific root words.</p> <p>What are the different land uses within a settlement? To investigate the different uses of land, including in our local area.</p> <p>How are settlements linked? To look at how settlements are linked by roads, common use of areas such as ponds, parks etc.</p>	<p>Agriculture:</p> <p>Which is there more of in the UK? To understand that only 10% of land in the UK is urban.</p> <p>How is urban land used in the UK? Education, retail, infrastructure, leisure, housing.</p> <p>How is rural land used in the UK? Agriculture, forestry, green belt/brown belt, coastal, freshwater, protected land.</p> <p>How is space used for farming? To understand the terminology: mixed, arable, dairy and sheet farming and where this is prevalent in the UK.</p> <p>How has agricultural land use changed? To use topographical</p>	<p>Mountains:</p> <p>Why do maps use symbols and a key? Look at the historical creation of maps and what led to the creation of those specific symbols. To recognise that maps of the world had not been created before Christopher Columbus commenced his voyages to the Caribbean and James Cook to New Zealand, Hawaii and North America.</p> <p>How do we locate features on a map? To locate key mountainous regions in the world e.g. Tibetan Plateau, European Alps, Great Rift Valley, Andes, Rocky Mountains.</p> <p>To interpret elevation maps correctly – both in an atlas and in digital forms.</p> <p>How are mountains formed? To understand that many mountains are formed when two tectonic plates, which have a similar thickness and</p>

<p>To use historical discoveries to gain greater insight into a specific time period.</p> <p>When did the Iron Age begin? To use timelines to place historical periods in order and see any correlation between them.</p>	<p>warming and what impact this has on the wildlife.</p> <p>How do football team nicknames link to industry? To investigate the industrial successes and influences in Britain and how this is reflected in the names of our major football teams.</p>	<p>them and the lasting impact that they had.</p> <p>Why did the Romans lose power? To look at cause and effect, sequencing of events and placing time periods on a timeline.</p>		<p>maps to identify and explain the similarities and differences between farming in the 1950s and farming now.</p> <p>How do farms help us to survive? To understand the features of a farm and why it needs to promote sustainability, provide us with food and a suitable environment for animals. To understanding why there is a need for different types of farms e.g. wilding, aquaponics, bee harvesting, diary/meat/poultry and organic farms.</p>	<p>weight, collide and fold or crumple causing them to form a mountain range.</p> <p>Does the location of a mountain affect its biomes and climate? Why are mountain ranges like Mount Everest and K2 so dangerous? To compare and contrast the Andes mountains with the Rocky mountain regions and recognise whether a mountain region's elevation and location to the tropics alters its climate. To recognise that even though a mountain's summit is closer to the sun, it is further away from the earth's core temperature and as air pressure decreases with altitude, it will be colder. Mountainous regions near the coast will often have more snow than those inland.</p> <p>Why is Sir Ranulph Fiennes Britain's most successful explorer? To recognise how Sir Ranulph Fiennes has undertaken great geographical exploration in several untouched locations with minimal technology to support his expeditions.</p> <p>Why do so many people want to climb Mount Everest? To understand that 70% of attempts are largely successful when climbing above Mount Everest's base camp. To recognise how the region is supported by Sherpas and health and safety oxygen/Wifi at Base camp and tent set-up. To understand the visitor costs associated with the climbs</p>
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					(\$100,000 approx. for 29 days) and altitude hypoxic tent training etc.
Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning
Stone Age artefacts box. Great North Museum visit		Segedunum Museum Arbeia/Vindolanda		Washington Old Hall Artefacts box	Orienteering workshop Geocaching

Subject: Humanities				Year group: 4	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>The main context for this unit links to our English text <i>Locomotive</i> by Brian Floca.</p> <p>Children will build on their of transport from key stage 1. They will learn that the mass production of goods in the factories after the Industrial Revolution meant the need for faster transportation of goods on a larger scale. They will learn about George and Robert Stephenson and their invention of the Rocket. They will understand how rail travel facilitated trips to the coast during the Victorian times.</p> <p>This unit precedes teaching in Year 5 unit of study, where children analyse <i>The Victorian Era</i> in significant detail.</p> <p>By the end of the unit the children will have a sound understanding of</p>	<p>The main context for learning is aligned to our English topic and our text '<i>Escape to Pompeii</i>' by Christina Balit.</p> <p>Children will build on their knowledge from key stage one where they learned about the seasonal and daily weather patterns of the UK and the location of hot and cold areas of the world.</p> <p>The unit will begin with the difference between weather and climate and how climate differs around the world. They will revisit the water cycle, linked to science. Children will then learn about tectonic plates and their significance in many extreme weather and other phenomenon, such as earthquakes, tsunamis, etc.</p>	<p>The main context for this unit links to the Art topic of the Lindisfarne Gospels. It also will be followed by a topic on the Vikings, that links to Lindisfarne and St Cuthbert.</p> <p>Children will begin with the enquiry question '<i>What effect did the settlement of the Anglo-Saxons have on the culture and history of Britain?</i>' They will begin with a timeline, plotting previous learning to understand where the Anglo Saxons fit.</p> <p>Children will learn the origins of the Anglo-Saxons before studying the grave found at Sutton Hoo. They will investigate primary and secondary sources to interpret Anglo-Saxon life. Children will learn about Beowulf and its significance.</p> <p>Children will research Pope Gregory and King Ethelbert and</p>	<p>The main context for this unit is linked to the English text '<i>How to Live Like A Viking Warrior</i>' by Anita Ganeri. Children will 'time travel' back to 905Ad in Norway and meet Olaf, the son of the Jarl. He will take the children through the life of a Viking warrior.</p> <p>Children will begin with the enquiry question 'Who were the Vikings and why did they invade England?'. They will place the Vikings into chronological context, making links to their learning of Romans and Victorians. They will begin with the Viking invasion of Lindisfarne and why the Vikings came to Britain. The discipline will be cause and consequence' - what were the reasons the Vikings came to England and what the consequences were. Over the unit the children will be asked to consider whether the Vikings' reputation of invaders was unjust or not.</p>	<p>The main context of this unit links to our English text '<i>The Story of St Cuthbert</i>' by Sarah Lee.</p> <p>Children will already have knowledge of Lindisfarne from their learning of the Vikings in a historic setting. This topic will focus on the physical and human geography of the island.</p> <p>Children will begin looking at the causeway and the tides. They will then research the huge range of wildlife that live on around Holy Island.</p> <p>They will look at the significance of the island to Christians and how this impacts on tourism. Children will consider what life might be like living and working on Lindisfarne.</p> <p>By the end of the unit, children will have a sound understanding of both the historical significance of</p>	<p>The main context of the unit links to the English text '<i>The Boy Who Biked the World: On the Road to Africa</i>' by Alastair Humphrey and the Art topic of African Batik.</p> <p>The unit will begin understanding geographical vocabulary such as continent, country, city. They will extend their knowledge and use of atlases.</p> <p>The unit will focus on Africa; its countries and capitals and its landmarks.</p> <p>Children will find similarities and differences between Africa and their local environment.</p> <p>By the end of the unit children will have an improved knowledge of continents of the world and a more detailed knowledge of Africa, linking to the travels of the boy in the English text.</p>

<p>how and why railways were invented. They will know how trains began with steam and transported goods first before passengers.</p>	<p>By the end of the unit children will have extended their knowledge of weather and climate from the UK to worldwide. They will have an understanding of the physical structure of the Earth and how it affects weather phenomenon globally.</p>	<p>their significance in Christianity in Britain.</p> <p>With their new knowledge, children will revisit Sutton Hoo to infer who might have been buried there.</p> <p>By the end of the unit children will have a good understanding of life in Britain through Anglo Saxon times, setting the timeline for the next topic on the Vikings.</p>	<p>Children will access primary and secondary sources and decide what they tell us about life during Viking times. There will be a focus on Jorvik and the plethora of artefacts and ruins that are a rich source of primary evidence.</p> <p>By the end of this unit, children will have a good understanding of who the Vikings were, why they came to England and how we know so much about them. This unit sets the scene for our Geography unit on Holy Island in the summer term.</p>	<p>Holy Island and its geographical features.</p>	
<p>Key Vocab: Locomotive, nationalised, passenger, privatised, railroad, Rainhill Trials</p>	<p>Key Vocab: Climate, cyclone, condensation, magma core, chamber, cloud, dormant, evaporation, erupt, fossils, lava, magma, molten, vent, mountains, tectonic plates</p>	<p>Key Vocab: Settle, invade, Sutton Hoo, Beowulf, kingdom, source, evidence</p>	<p>Key Vocab: Christianity, confessor, evidence, helmets, invade, Lindisfarne, long-boat, kingdom, monasteries, navigation, Pagans settle, shield wall, source.</p>	<p>Key Vocab: Bay, causeway, castle, Holy Island, Lindisfarne, monastery, priory, St. Cuthbert's Island, tide, tourism</p>	<p>Key Vocab: Co-ordinates, hemisphere, observatory, polar, precipitation</p>
<p>Key Knowledge:</p> <ul style="list-style-type: none"> The first railroads in Britain were mine carts pulled along wooden tracks by horses. Thomas Savery invented and made one of the first steam engines in 1698. In 1807, the first passenger railway opened in South Wales. Horses pulled carriages along tracks. The first passenger-carrying railway line was the Stockton to Darlington line built by George Stephenson in 1825. Locomotion No.1 was the first locomotive to run on this line 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. Active volcanoes have erupted in the last 10 000 years. Dormant volcanoes haven't erupted in the last 10 000 years but may erupt again. A tornado is a swirling funnel of air that forms when warm air rises from near the ground into big cumulonimbus clouds. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> The Jutes, Angles and Saxons came from the Netherlands, Denmark and Germany. Historians are not sure why the Anglo-Saxons came to Britain. The Romans preferred living in large towns but the Anglo-Saxons lived in small villages. They were farmers and crafts people who usually lived a peaceful and simple life. Saxons settled near rivers and Anglo-Saxon influence can be seen in place names in England today. The Picts and Scots lived in Scotland and are often depicted as wild savages. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> The Vikings began to raid Britain in 787AD. The Vikings came from the modern-day Scandinavian countries of Denmark, Norway and Sweden. The Vikings attacked monasteries as they were poorly guarded and contained many riches. King Alfred 'The Great' agreed to create Danelaw alongside the Anglo-Saxon kingdom of Wessex. England was ruled by Anglo-Saxon and Danish kings, with Edward 'The Confessor' being the last. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> To understand that the Vikings raided in Lindisfarne in 787AD. To know that Lindisfarne Castle was built in 1550 to defend the realm against attacks by Scotland. It overlooked the harbour and was built on a rock known as Beblowe. It was used as a base for the Tudor navy, engaged in operations against the Scots. Lindisfarne Priory is where the Lindisfarne Gospels were created, however this incarnation 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Latitude lines run around the earth east to west. These lines are the same distance apart from each other. Longitude lines run over the top of the earth north to south. These lines are not equally distant from each other. There are 24 different time zones – one for each hour in the day. The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly

<ul style="list-style-type: none"> There are various types of engine (Steam, Diesel, electric, high-speed) 	<ul style="list-style-type: none"> You can see tornadoes due to the dust and water droplets caught in the clouds. Most tornadoes happen in Tornado Alley in America – more than 500 each year. A tsunami is a giant wave caused by a huge earthquake under the ocean. Earthquakes are caused when the earth's tectonic plates suddenly move. 	<ul style="list-style-type: none"> The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Over a period of 100 years the Anglo-Saxon Kingdoms converted to Christianity. 		<p>of Lindisfarne Priory was subjected to numerous Viking attacks, including in 793 and 875 AD, leading the monks to abandon the site in the 10th century, when they found Durham Cathedral.</p>	<ul style="list-style-type: none"> positions that the sun can be overhead. Deserts are often located close to the equator. Wind/climate/river water can alter the physical geographical landscape of deserts.
Learning Breakdown		Learning Breakdown		Learning Breakdown	
<p>History - How did the railways change the lives of people in Britain?:</p> <p>Why did transport need to be faster during the late 18th century?</p> <p>To understand that the Industrial Revolution caused the need for an improvement in transporting goods</p> <p>Who was Robert and George Stephenson?</p> <p>To study the lives of Robert and George Stephenson and their significance in the development of the railway</p> <p>What were the Rainhill Trials?</p> <p>To learn how the competition resulted in the creation of Stephenson's Rocket</p> <p>How did rail travel improve the lives of the Victorians?</p>	<p>Geography - Extreme Earth</p> <p>What is climate and why does it vary around the world?</p> <p>To understand the difference between weather and climate and why climates differ around the world</p> <p>What is the water cycle?</p> <p>To understand terms such as evaporation, condensation, precipitation and their meanings within the water cycle</p> <p>What are the extreme weathers experienced across the world?</p> <p>To know the names of some extreme weather phenomenon such as typhoon, hurricane, cyclone, blizzard, tornado.</p> <p>What causes earthquakes?</p> <p>To understand that the Earth is made up of tectonic plates and the shifting of these plates causes earthquakes</p> <p>What causes tsunamis?</p>	<p>History - What effect did the settlement of the Anglo-Saxons have on the culture and history of Britain?:</p> <p>Who were the Anglo-Saxons and where did they come from?</p> <p>To learn that the Anglo Saxons came from Germany and Scandinavia</p> <p>What is Sutton Hoo?</p> <p>To explore the grave discovered at Sutton Hoo</p> <p>What does the story of Beowulf tell us about the Anglo Saxons?</p> <p>To understand that the Anglo Saxons valued bravery, perseverance, loyalty, honour and duty to tribe and king</p> <p>How did the Anglo Saxons become Christians?</p> <p>To research Pope Gregory and King Ethelbert</p>	<p>History - Who were the Vikings and why did they invade England?</p> <p>Who were the Vikings and where did they come from?</p> <p>To understand that the Vikings invaded from Scandinavia looking for farmland in 865AD approximately and to recognise the role of the hierarchy between 865AD and 1066AD – referencing Eric Bloodaxe, King Canute, Edward II and King Harold, who was defeated by William the Conqueror.</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>To use primary and secondary sources to consider the evidence and decide whether the Vikings' reputation was justified.</p> <p>How did the Vikings try to take over the country and how close did they get?</p>	<p>Geography - Holy Island:</p> <p>Where is Holy Island?</p> <p>To locate Lindisfarne in an atlas</p> <p>What is the causeway?</p> <p>To understand how Holy Island is temporarily cut off from the mainland twice a day.</p> <p>What wildlife live on and around Holy Island?</p> <p>To research the extensive range of seabirds, including puffins.</p> <p>Why is Holy Island special to Christians?</p> <p>To learn about the monastery where the Irish monks settled and St Cuthbert. To identify and plot the route taken by the monks carrying St. Cuthbert's body, who fled the island, upon the Viking invasion.</p>	<p>Geography – Deserts:</p> <p>What is the difference between a continent and a country?</p> <p>To know the names of the continents of the world and be able to name some countries in each. To use an atlas to locate countries.</p> <p>What are the human and physical features of Africa?</p> <p>To explore the key geographical features – mainly river Nile and desert land.</p> <p>How does the physical geographical landscape impact upon the desert infrastructure?</p> <p>To use a series of topographical maps to identify the differences in vegetation and landscape in the African country.</p> <p>How does the physical geographical landscape</p>

<p>To investigate how the railways facilitated travel during Victorian times</p> <p>What were the advantages of underground rail travel in London?</p> <p>To investigate the development of the London underground.</p>	<p>To understand that the Earth is made up of tectonic plates and the shifting of these plates causes tsunamis.</p> <p>What are volcanoes and how are they formed?</p> <p>To understand that the Earth is made up of tectonic plates and the shifting of these plates causes volcanoes.</p>	<p>What sources of evidence suggest King Raedwald was buried at Sutton Hoo?</p> <p>To revisit Sutton Hoo and infer what the artefacts tell us about who was buried there</p>	<p>To locate Lindisfarne on a map and explore the north and east of England, using Viking names e.g. Danelaw – their name for Northern/Eastern England – where they settled.</p> <p>How have recent excavations changed our views on the Vikings?</p> <p>To study Jorvik excavation (1972) and investigate primary and secondary sources and infer what it tells us about the Vikings.</p> <p>Raiders or Settlers? How should we remember the Vikings?</p> <p>To sort evidence studied to note how Vikings began as raiders but were eventually traders.</p> <p>What happened to the Vikings?</p> <p>To understand that the defeat of the king of Norway, Harald III Sigurdsson, at the Battle of Stamford Bridge in 1066 is considered the end of the age of Viking raids.</p> <p>To recognise that Vikings who settled in countries like England, Ireland and Germany converted religion to that of their new homeland.</p>	<p>Why did Lindisfarne Priory become a ruin?</p> <p>To recognise that the dissolution of the monasteries occurred, under instruction of Henry VIII, in 1536.</p> <p>Industry:</p> <p>To know that the lime kilns were constructed to convert limestone to quicklime, by burning it. Quicklime was used in construction for mortar, plaster and limewash, but mostly it was used as a dressing on fields to reduce the acidity of the soil.</p> <p>The residents: ages, schools, income and prosperity.</p> <p>To investigate tourism on Holy Island and the impact that The Causeway has on the island's revenue intake.</p>	<p>impact upon the animals which live there? (Science link)</p> <p>To recognise how animals are suited to their habitats.</p> <p>Which geographical features are specific to deserts?</p> <p>To understand that desert sand dunes are shaped by winds which create depositional landscape features e.g. barchans, parabolic dunes, transverse dunes and longitudinal dunes.</p> <p>To recognise that some desert features (e.g. Grand Canyon, Arizona) are created by water/river valleys.</p>
Enrichment activities to reinforce learning.	Enrichment activities to reinforce learning.	Enrichment activities to reinforce learning.	Enrichment activities to reinforce learning.	Enrichment activities to reinforce learning.	Enrichment activities to reinforce learning.
Locomotion Shildon		Jorvik Viking Museum	Bede's World	Holy Island	

Subject: Humanities

Year group: 5

Autumn

Spring

Summer

1 and 2	1	2	1	2
Overview	Overview	Overview	Overview	Overview
<p>Similarities and difference Local History Study - Victorians:</p> <p>The study of this unit will enable pupils to further their knowledge of Victorian Britain and the Industrial Revolution. It aims to ensure that pupils are aware of the monarchy, their role as the 'head of state' and develop pupils' awareness of the changing landscape in their local community, over a period.</p> <p>As a result of this unit, pupils should continue to develop an awareness of the industries linked to the Victorian era and recognise the importance of the North East as a mining community.</p>	<p>Significance Ancient Egypt</p> <p>Throughout this unit, pupils will learn about life in ancient Egypt. They will explore the significance of the River Nile and they will use primary and secondary sources to learn about life during this period. Pupils will also make links to RE, recapping what they have learnt about Moses.</p> <p>By the end of this learning, pupils will understand the significance of physical geography and the impact that has had on how civilisations lived.</p>	<p>Similarities and Difference (Thematic historical study – links to KS3 historical study at Cardinal Hume Secondary School) Crime and Punishment</p> <p>The study of this unit will enable pupils to compare punishments for crimes across history. Pupils will explore the crimes committed in different eras and why, and the punishments that were given, comparing these to each other, and to today's judicial system.</p> <p>During this unit, pupils will explore ethics and consider their own values whilst evaluating and debating the methods of punishment used. They will study local and national archives to learn about crime and punishment in the past.</p>	<p>Investigating Rivers:</p> <p>Pope Francis wrote an encyclical called 'Laudato Si', which describes the care and protection for the Earth that is required for others to enjoy what we enjoy.</p> <p>Consequently, this unit of study allows for linkage to science as it supports revision of the water cycle and also develops pupils' understanding of physical geography and human geography as pupils recognise how physical geography can impact upon how humans use its associated unit of study.</p>	<p>Biomes, Climate and Vegetation Belt</p> <p>During this unit of study, pupils will learn about ecosystems and biomes, focusing on the six main biomes across the world. They will use atlases and photographs/videos to learn about these biomes and they will make comparisons. Pupils will use their geography knowledge to discuss the reasons for differences in the biomes they study. Learning will progress to allow pupils to recognise the types of vegetation that grows in different vegetation belts.</p>
<p>Key Vocab: candescent light bulb, drawers, electricity, Edison and Swan, Education Act, industrial revolution, mines, Queen Victoria, trappers, workhouses</p>	<p>Key Vocab: Amulet, Book of the Dead, hieroglyphics, mummy, mummification, papyrus, pharaoh, pyramids, scarabs, sphinx, sarcophagus</p>	<p>Key Vocab: Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial</p>	<p>Key Vocab: Condensation, evaporation, infiltration, precipitation, estuary, confluence, meander, delta</p>	<p>Key Vocab: Latitude, Longitude, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle Vegetation belt</p>
<p>Key Knowledge:</p> <ul style="list-style-type: none"> The period of time between 1837 to 1901 when Queen Victoria reigned over Britain. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions. A period of huge change in Britain between 1750 and 1900. Before the Industrial Revolution, Britain was a rural country, most people lived off the land with livestock. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Know that the Ancient Egyptian empire lasted from 3100BC to 30BC. Understand what life was like in Ancient Egypt. Explain the ritual of mummification. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Roman laws, written around 450 BC, were called the 'Twelve Tables'. People could pay to have their punishment lessened. The worst crime, treason, was punishable by being thrown to the lions. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Label and explain the features of a river: source; mouth; estuary; meander; deposition; tributary; delta; erosion; and transportation Use a 6 figure (grid reference) to locate the source and mouth of the main UK rivers. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> A biome is a specific environment home to living things suited to that place and climate. The 5 main biomes in the world are desert, grassland, tundra, forest and aquatic. 'Weather' refers to short terms conditions in an area

<ul style="list-style-type: none"> • People would migrate to the towns attracted by reliable work and pay from the factories. • Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country. • Huge buildings called workhouses were built for very poor people to live and work. 	<ul style="list-style-type: none"> • Compare the Egyptian writing (hieroglyphics) with their own. • Describe who Tutankhamun was. 	<ul style="list-style-type: none"> • Anglo-Saxon people accused of a crime had a trial. If a decision as to whether the person was guilty or not guilty could not be made, a trial by ordeal would take place. It is thought that God would decide if they were guilty or not by the outcome of the ordeal. • To deter people from committing crimes, the Tudors came up with even more terrifying punishments, including public executions and public humiliations. • The Victorians built prisons in order to prevent people committing further crimes. <i>Life in prison was very tough.</i> 	<ul style="list-style-type: none"> • To explore the journey of the Rivers Wear and Tyne on digimaps • A fast-flowing river will carry dirt and rocks from its bed and banks downstream and drop them when it gets wider and slows down. • Explore land use around Nottingham canals and the River Trent. • The impact of flooding on humans 	<p>while 'climate' refers to weather patterns and conditions over an extended period.</p> <ul style="list-style-type: none"> • Climate zones affect the vegetation that can grow in an area and this affects the biome e.g. around the equator, the climate is tropical and the hot and humid conditions are home to rainforests. • Climate change is having a devastating and irreversible impact on our world e.g. rising sea levels.
<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>
<p>Similarities and difference Local History – Victorians:</p> <p>How does the Victorian era fit in world history and what were they key events during this era? To create a timeline about key events from 1066 to present day and to recognise who was on the throne (including connections to Germany via Albert and their subsequent 9 children).</p> <p>What are the similarities and differences between Gateshead in the Victorian times and today? To compare and contrast historical pictures and modern-day pictures of the local area, giving reasons for changes observed.</p> <p>Why did fire spread so easily in Victorian times? To analyse a series of primary and secondary sources about the Great Fire of Gateshead. To write a newspaper report about the key happenings – recognising when primary sources can be used to evidence (St. Mary's Heritage Centre workshop)</p> <p>How did education evolve and what role did Parliament play?</p>	<p>Significance Ancient Egypt:</p> <p>What does 'ancient' mean and where did the ancient Egyptians live? To complete a timeline recognising what pre-dated and post-dated the ancient Egyptians. To identify Egypt on a map and</p> <p>How do artefacts tell us about life in ancient Egypt? To annotate images of a range of artefacts with comments, theories and questions and to develop an understanding of the past through exploring multiple artefacts and sharing ideas.</p>	<p>Similarities and Difference Crime and Punishment (Thematic study):</p> <p>Can you match the crime to its time? To give reasons for matching certain crimes that were committed in the past to the era they were commonly associated with.</p> <p>What kind of crimes did the Romans deal with? To recap life during the Roman times and to use primary and secondary sources to explain why certain crimes were commonly committed during the Roman empire.</p> <p>What were trials like during the Anglo-Saxon times?</p>	<p>Investigating Rivers: What is the water cycle? To recap the water cycle by drawing a labelled diagram and to discuss how the cycle can differ in parts of the world covered in previous geography lessons.</p> <p>Where is the source and mouth of the River Wear and how does it flow? To conduct a field study of the River Wear to discover its route, features and wildlife, as well as how the river has changed the landscape of the area over time.</p> <p>Where are important rivers in the world and what are their features? To use OS maps and atlases to identify and describe key rivers across the world. To compare</p>	<p>Biomes, Climate and Vegetation Belt: What are the features of a biome? To identify and describe the features of a biome and to identify different biomes across the world.</p> <p>What is interdependency? To understand and explain the interdependence of organism in biomes.</p> <p>Why are ecosystems important to the environment? To use the idea of interdependency to explain why ecosystems are important to the environment. Pupils will consider the effects of changes to the environment.</p>

To investigate what it was like for children living in Victorian times in the workhouses and to compare this to education today. To analyse changes to the Education Act and evaluate the impact these changes had on children, their family and employers. To investigate what it was like for children living in Victorian times in the workhouses and recount and evaluate the changes that occurred when Lord Shaftesbury became president of the Ragged School Union and worked with Dr. Barnardo.

St. Joseph's Schools commenced education in the Victorian era – 1876 approximately.

To use primary sources (the schools' log books) to identify what life in school was like in the 1876. To recognise that life in the Victorian school was mainly focussed on the three Rs, attendance, lessons, behaviour, visitors to school, health. To interact with real-life historical artefacts.

What jobs did children do during the Victorian era?

To compile a non-chronological report about mining in the North-East of England and recognise the trapper, drawers and miners roles as well as that of pit ponies and canaries in Woodhorn/Killingworth Colliery. To investigate and analyse the causes of the Hartley Colliery Disaster (local study).

Which inventions in the Industrial Revolution accelerated the biggest technological changes?

To learn about the infancy of photographs, telephone, wireless radio, electric bulb and petrol motor car, spinning Jennys and their impact.

What was George Stephenson's role in the Industrial Revolution? (Revision from Year 4 unit of study)

To use local artefacts (Gateshead Library workshop) to learn about the industrial revolution pre-Victorian era to Victorian era (which ends in 1760 1840). To research the life of George Stephenson and the impact he had on the country's railway systems. To become critical of the primary/secondary sources available on the internet.

What was Joseph Swan's role in the Industrial Revolution?

To recognise that Joseph Swan, from Sunderland, and Thomas Edison were the first to invent the incandescent lightbulb and install electric lights into their homes. To understand that there were public areas (Lit and Phil) and private residences (Craggside) which were the first to have installations.

Why was the River Nile important to the ancient Egyptians?

To use an atlas to explore the physical geography of Egypt and to use artefacts to learn about the significance of the River Nile, in order to write a non-chronological report.

Who was Tutankhamen?

To use secondary sources to learn about Tutankhamen and his significance in ancient Egyptian times.

Why did the ancient Egyptians build pyramids?

To use online virtual tours to explore pyramids in Egypt and describe the tombs there. To learn about the process of mummification and write instructions to mummify a body.

To learn about trial and punishment during the Anglo-Saxon period, comparing this to today. Pupils will write a report about a trial from the Anglo-Saxon period.

What was crime and punishment like during the medieval and Tudor times?

To discover the crimes committed and punishments used during the medieval and Tudor times. To analyse primary sources, commenting on their reliability and to reach conclusions about whether crimes were committed, and whether trials were fair.

How has our justice system improved?

To research the justice system in the UK today, making comparisons to periods across history.

ivers by creating Top Trumps cards.

How do Rivers erode and deposit materials?

To use learning from the River Breamish fieldtrip and aerial photos of rivers to learn about erosion and deposition. To use this information to write a non-chronological report about the course of a river.

How do rivers change over time?

To understand how Oxbow lakes can form when rivers deposit materials.

What effect does river pollution have on the environment?

To learn about the different uses of rivers, including for industry, leisure and conservation, and the effect of human activity on rivers. Pupils will hold a debate about whether the River Tyne should be used for tourism.

Do only beavers make dams?

To analyse dams around the world and discuss the reasons for wanting to block the flow of a river. To discuss the advantages and disadvantages of building dams.

What do you need to create your own biome?

To create a biome in a bottle and explain the climate, plants and animals associated with that biome.

What are the threats to different biomes across the world?

To research the threats to biomes across the world. To choose a particular biome and write a speech, encouraging others to take action to protect the biome (explaining the threats posed and possible actions).


<p>'What happens to the monarchy when they die? Who becomes the next Head of State?' To recognise the end of the Victorian era and the start of the Edwardian era.</p>				
<p>Enrichment activities to reinforce learning</p>	<p>Enrichment activities to reinforce learning</p>	<p>Enrichment activities to reinforce learning</p>	<p>Enrichment activities to reinforce learning</p>	<p>Enrichment activities to reinforce learning</p>
<p>St. Mary's Heritage Centre and Gateshead Library visit Victorian Box of Delights Cragside Virtual' visit to houses of Edison and Swan.</p>	<p>Virtual tours linked artwork to learn about hieroglyphics Mummify fruit</p>		<p>River investigation on the River Breamish</p>	

Subject: Humanities			Year group: 6	
Autumn		Spring		Summer
1	2	1 and 2		1 and 2
Overview	Overview	Overview		Overview
<p>World War One: The study of the First World War enables pupils to recognise that the world can often be a fractious place but that, where possible, tolerance, respect, liberty and rule of the law override difficulties experienced. As a result of this unit, pupils will develop their geographical knowledge of European countries and reasons for the commencement of WWI.</p>	<p>The Mountain Environment In this unit, children will find out about the major mountains of the world, building on prior knowledge using atlases and maps. They will also build on their prior knowledge of volcanoes to find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.</p>	<p>Globalisation: Pope Francis wrote an encyclical called 'Laudato Si', which describes the care and protection for the Earth that is required for others to enjoy what we enjoy. Consequently, the study of an MEDC and LEDC (UK vs Lebanon) enables children to become familiar with the different human and physical geography and how this links to settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. This study focuses on the links to the core text: 'Oranges in No-Man's Land' – which focuses on the trials and tribulations of a girl, trying to support her family in the middle of a warzone. The main character finally becomes a refugee – many pupils will identify with this situation because of the ongoing Russia/Ukrainian war. This study is an integrated unit of integrated human and physical geography and gives a superficial age-</p>	<p>The Maya Civilisation: The Mayans have been chosen as its geography is comparable with the summer unit of study, which utilises similar geographical skills and explore South and Central America. The unit builds on previous learning about ancient civilisations (Egyptians) and pupils should be familiar with understanding how ancient history is studied compared to more recent periods. In this unit children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica, and they will learn about different climates and biomes across the Americas. In addition to this, they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. They will learn about the Maya writing system and practise writing words in the hieroglyphic style of the ancient Maya people. Children will have the opportunity to study different historical sources through the work of</p>	<p>World War II In this unit, children will learn about the Second World War in Europe from a historical and geographical perspective. They will study the timeline of events, such as the factors that led to the outbreak of war and will explore the countries involved using atlases and maps. They will discover why the Battle of Britain was such a significant turning point in British History and use primary and secondary sources to research the lives of the ordinary people who faced the Blitz and the impact of the war on ordinary people. In learning about the Blitz, they will explore the human geography of the UK and the wartime significance of some countries in the UK. They will learn about propaganda and why some primary sources may be subject to bias, learning to make judgements on the reliability of historical sources. They will also learn about the inspiring stories and achievements of significant people such as Neville Chamberlain, Anne Frank and Winston Churchill. They will finish the topic by looking at the UK Census, analysing data and looking at population trends and movement across the century. There are numerous opportunities to make links to English, with a focus on high quality texts based on WWII and RHE.</p>

		appropriate view of recent historical conflict. This study also helps pupils to understand the role of politics in geographical and historical changes and further supports pupils' understanding of the core English text.	the explorers John Lloyd Stephens and Frederick Catherwood and the historical pictures of the cities they discovered. In a link with DT, the children will learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate. They will have the opportunity to make and try a Mayan hot chocolate. This unit will also link with a study of explanation texts in English.	
Key Vocab: Assassination, Armistice Day, Battle of the Somme, conscientious objector, Franz Ferdinand, Triple Alliance, Triple Entente, WWI,	Key Vocab: Contours, outcrop, plateau, summit, snow line, tree line, ridge, dome mountains, folded mountains, tectonic plates, physical geography, human geography.	Key Vocab: Burj (tower), Civil war, check point, camouflage, economic (linkage to money) Lebanon, LEDC, MEDC, muezzin (call to prayer), refugee, religion.	Key Vocab: Civilisation, glyphs, scribes, maize, cacao beans, codices, temple, Chichen Itza (the most well-known pyramid), Itzamna (God of fire)	Key Vocab: Artefact, allies, axis, Blitz, conscientious objector, conscription, D-Day – Normandy, Seaborne operation, evacuation, evacuee, home front, Jewish Prime Minister, propaganda, rationing, total war, U-boat
Key Knowledge: <ul style="list-style-type: none"> To remember the names of different types of mountains and how they are formed. 	Key Knowledge: <ul style="list-style-type: none"> To label key features of mountains. To name some mountainous ranges (the Atlas, Himalayas, Alps and Andes). 	Key Knowledge: <ul style="list-style-type: none"> To recognise that some countries are more economically developed than other countries. To understand that some countries populations follow different religious beliefs (e.g. Christianity or Muslim) To understand that there is significant conflict in the Middle East To recognise that the Lebanese Civil War lasted 1975 to 1990. To recognise that there is a Lebanon is a developing country ranking 112th on the Human Development Index. 	Key Knowledge: <ul style="list-style-type: none"> Identify the modern countries that make up Mesoamerica. Maya traded goods between themselves and other civilisations over land and sea. Maya were polytheists and believed in an afterlife. Maya culture was well established by 1,000 BCE. Priests played a vital role in the Maya hierarchy as they were believed to communicate with the gods. 	Key Knowledge: <ul style="list-style-type: none"> World War II started when Germany invaded Poland in 1939. Identify the key leaders of the Allies and Axis powers: Adolf Hitler, Neville Chamberlain, Winston Churchill, Franklin D Roosevelt, Joseph Stalin, Benito Mussolini and Tadeki Tojo. In 1940, the Battle of Britain begins and Hitler uses his 'Blitzkrieg' strategy. This period of time is known as 'The Blitz'. In response to 'The Blitz' many children become evacuees. Women played a vital role on the home front during World War II. Propaganda and censorship were used to support the morale and efforts on the home front.
Learning Breakdown		Learning Breakdown		Learning Breakdown
World War One: Who were the Triple Alliance and Triple Entente? Understand the interconnectivity of the different European countries and the difference	The Mountain Environment Where are mountains located around the world?	MEDC v LEDC Where is Lebanon located and how far is it away from the UK? A brief chronological overview of historical changes in Lebanon.	The Maya Civilisation and Central America Who were the Maya and when and where did they live? To plot the duration of the Maya civilisation on a timeline, consolidating	World War II What events led to the outbreak of World War 2? To find out when Britain and France declared war on Germany. To explore some of the factors that led to war with Germany.

<p>between the Triple Alliance and the Triple Entente.</p> <p>Who was Franz Ferdinand and why was he killed? Recognise the assassination of Franz Ferdinand, the heir to the throne of Austria-Hungary, was shot by a Serbian man who thought Serbia should be controlled by Bosnia instead of Austria.</p> <p>What was the Battle of the Somme? To use maps to the 'take-over' and battle on the Western Front in 1916; with reference to the Battle of the Somme – describe 5 important moments in the Somme battle and why they were important for Great Britain.</p> <p>What was life like on the Western Front? To analyse a series of poems that indicate what life was like (Dulce et Decorum est and Arms and The Boy – Wilfred Owen) and write a summary of life in trenches based upon the poetic accounts.</p> <p>What kind of language will encourage people to join the army? Conscripts: To understand that Liberal Prime Ministers, Rt. Hon. H. Asquith and Rt. Hon. David Lloyd George were in office during WWI and identify why people signed up to join the war (propaganda of Lord Kitchener (hero of Sudan on WWI propaganda posters). To create a wireless radio broadcast encouraging conscripts to war from 1916.</p>	<p>To locate mountain ranges on a map using the index in an atlas.</p> <p>How are mountains formed? To explain how different mountains are formed and to learn about fold mountains, dome mountains and block mountains.</p> <p>What are the common features of a mountain environment? To describe the key features of a mountain range and to understand that contour lines indicate areas of higher ground on a map.</p> <p>Why are mountains popular tourist destinations? To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of mountain tourism. To describe how tourism affects mountain regions.</p>	<p>What does it mean to be a more economically developed country? To identify that good health care, employment, education, infrastructure and opportunities are the features of an MEDC. To identify the features that makes the UK an MEDC.</p> <p>What does it mean to be a less economically developed country? To identify the features of Lebanon that means its health care, employment, education, infrastructure, and opportunities are not as developed as the UK, meaning it is an LEDC.</p> <p>What does the current Lebanese landscape look like? To analyse pictures of the Lebanese coastline to decide whether you can tell from a picture alone, as to the country's economic status.</p> <p>What the similarities and differences in the topographical areas of UK/Lebanon – focusing on coastlines and mountain ranges? To develop pupils' understanding of cartography and how to replicate important human geographical information.</p>	<p>and building on a prior knowledge of chronology. To identify the location of the Maya civilisation using atlases.</p> <p>Where is the Maya located? To use primary and secondary sources to establish a chronological context of the Maya and identify the location of the Maya on a map.</p> <p>What is the climate like in the Americas? To describe the different climates and biomes across the Americas. To describe how latitude affects the climate of an area, the difference between climate and weather and to be able to describe the climate, biome and likely weather in Central America.</p> <p>What do the sources of evidence tell us about the Maya? To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them. To learn about the exploration of John Lloyd Stephens and Frederick Catherwood and analyse historical sources.</p> <p>What were Maya beliefs? To demonstrate an understanding of beliefs and practices of the Mayan people and the gods they believed in. Children will be able to explain how they worshipped, name some of the main gods and know what they represented to the people and to understand that they conducted human sacrifice. <i>Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The</i></p>	<p>To begin to construct a timeline to help understand the chronology of WWII.</p> <p>Where are the invasion countries located? Does their location impact if they were allies or axis? To use maps to demonstrate an understanding of the invasion of WWII, axis and allies' invasions at different stages of war and to recognise that Hitler's suicide was the beginning of the surrendering of axis forces and the start of Victory in Europe day (8th May 1945).</p> <p>What was appeasement? To discover how Neville Chamberlain tried to respond to Hitler and to understand the arguments for and against appeasement.</p> <p>Who was Winston Churchill and why do we remember him? To find out about Winston Churchill from secondary and primary sources. To build an understanding of the interwoven events that led to the start of WWII. To discuss the significance of different dates and events in the build-up to the war.</p> <p>Why was the Battle of Britain significant? To understand some of the reasons for Britain's success in the Battle of Britain. To learn how Churchill used events to influence public opinion. To research the Battle of Britain using a range of sources.</p> <p>What was the Blitz and how did it impact Britain? To learn about key events and features of the Blitz, discussing its impact on different UK cities. To identify UK cities using an atlas and to learn about their human geography and significance during the war. To explore primary sources in the form of a first-hand account of the Blitz, examining objects carefully and discussing their significance.</p> <p>How did World War Two affect children in Britain? To learn more about evacuations, using different sources of information., and discussing the effects of the Second World War on children in Britain.</p> <p>What gives us a true picture of life for children in the war? To learn about a war artist and propaganda. To compare letters as a source of evidence, discussing bias and assessing the reliability of primary sources of evidence.</p> <p>What were the effects of the Anti-Jewish laws in Nazi Germany? To create timelines of Jewish persecution and the 'Jewish laws', understanding life in the ghettos by discussing photos and diary entries. This aspect of the topic links to RHE (in terms of the UN Universal Declaration of Human Rights and the Equality Act).</p> <p>What can one girl's diary tell us about historical events?</p>
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<p>To recognise that conscription took place from 1916 onwards and how the 'conscientious objector' was treated. To write a diary account as a conscientious objector in court.</p> <p>Women: their roles and responsibilities during WWI. To recognise the increasing role of women in the field as well as at home – with reference to 'Women's Munition Workers'; 'Elise Inglis' – Scottish doctor and 'Women's Patrols', by writing first person accounts of their roles.</p> <p>Why did WWI end? To summarise the reasons for the Triple Entente's success and the agreement of Armistice Day on 11th November 1918.</p> <p>To explain the importance of The Treaty of Versailles, signed on the 28th June, 1919 and to write a short abridged version.</p>			<p><i>Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'.</i></p> <p>What were codices and hieroglyphs?</p> <p>To consider historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. Children will be able to explain what the Mayan writing system consisted of, how words are constructed and what codices and hieroglyphs are.</p> <p>Why was food important to the Maya? Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance. Children will describe a range of foods that were eaten by the ancient Maya people and explain why certain foods, such as corn and chocolate, were particularly significant.</p> <p>What influence did the Mayans have on calendars? To recognise that Mayans were expert mathematicians and astronomers. They used this expertise to make a 52-year calendar.</p>	<p>To learn about Anne Frank and her life through videos, pictures, and her diary. To discuss the significance of this primary source and what it can tell us about the experience of the holocaust.</p> <p>Why were the D-Day landings significant? To learn about the preparations for D-Day and the events of the Normandy landings and consider the significance of D-Day for the war and for individuals. To identify the different interconnected elements which ensured the success of the D-Day landings, including US involvement in the war, the Eastern Front and the French Resistance.</p> <p>What did it take for the war to come to an end? To understand the events leading to the end of the war and consider the Paris Peace Treaties of 1947.</p> <p>What can we learn from the census? To analyse data and discuss what the data tells us about our local area. To compare current population data with data from across the 20th century. Linking with mathematics objectives in statistics and number.</p> <p>How did Hitler's suicide impact the culmination of the war? To compile a non-chronological report summarising key information about transportation during the war (tank, military vehicles). To recognise the conclusion of war and its consequences for British people.</p>
Enrichment activities to reinforce learning				
		<p>Possible options include: Nick the Chef – the food of the ancient Maya people (link to DT) Food Technology – making hot chocolate with chilli and corn tortillas. VR Headsets – virtual school trip to Chichén Itzá in Mexico, UNSECO</p>		<p>Possible options include: Beamish Museum (outreach or visit and workshop). The History Guy – outreach Box of Delights – World War II</p>



	<p>World Heritage site, one of Seven New Wonders of the World and archaeological site of Mayan civilisation.</p>	<p>Links can be made to English (with creative writing, poetry, non-chronological reports about key individuals and high-quality texts based on WWII), Maths with a link to the Census, Art and DT (constructing an Anderson Shelter, making recipes based on wartime recipes with rationed ingredients), RHE (understanding the UN Declaration of Human Rights, the Equality Act and the Pope's encyclical Fratelli Tutti).</p> <p>The Unit will also coincide with Refugee Week, where links can be made to the Kindertransport and the experience of refugees today.</p> <p>Finally, a curriculum link can be made to RE's Universal Church topic, with its teaching on Social Justice and the Common Good.</p>
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