

## **Be a Historian and a Geographer!**

### **Humanities Curriculum - Intent**

Our intention in Humanities is to encourage and assist all children to develop critical understanding of and respect for the environment and world in which they live, and a sense of time and awareness of change. Children begin to understand that what happens and has happened in the world has an impact on their own lives.

Most of the Humanities Curriculum is taught through cross-curricular topics that ensure coverage of the National Curriculum objectives with a particular focus on skills. Oracy is a key focus within the Humanities curriculum, to develop Literacy skills across the curriculum and to establish pupils as eloquent and reflective historians/ geographers. Topics are reviewed on a yearly basis to ensure relevance for the current cohort, and to encourage reflective practise. There is no set formula for the humanities curriculum, and there is flexibility in the long term plan to reflect the needs and cultural capital of the pupils.

A range of sources are used to develop pupils understanding and knowledge. The use of maps, photographs, portraits, artefacts, written materials, ICT based materials, data and TV/film extracts supports and enhance the learning for our pupils. Fieldwork and visits are a purposeful and integral part of the curriculum, and enable the children to embed their History and Geography learning within the context of their own lives and their own localities. Through this children develop a sense of self and of their place in the world, and their role as a global citizen. Examples include trips to Watermead Park, Warwick Castle and planned visits from the Fire Brigade, Ambulance Service and our local PSCO.

Pupils work in a variety of contexts - individually, in groups and as a class. They present their knowledge and understanding in a variety of ways (for example, through drama, debate and various writing styles).

## Key History Skills Progression

Year Group	Chronological understanding	Historical Knowledge and interpretations	Historical Enquiry	Organisation and communication	Oracy
EYFS	<p><b>Understanding the World – Past and Present</b></p> <p>3 &amp; 4 year olds Begin to make sense of their own life-story and family’s history. Talk about what they see, using a wide vocabulary.</p> <p>Reception Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				<p><b>Communication and Language</b></p> <p>3 &amp; 4 year olds Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>

					<p><b>ELG: Listening, Attention and Understanding</b>  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b>  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>I can use words and phrases like a long time ago, before, after, when I was little.</b></p>
Year 1	<p>I recognise the difference between past and present</p> <p>I can place events in order on a time line</p>	<p>I can recall some facts about one or more key events in history</p> <p>I can describe the actions of people in the past</p>	<p>I use artefacts, pictures, stories, the Internet and databases to investigate the past.</p> <p>I can use sources to answer simple questions</p>	<p>I can talk, draw and write about</p>	<p>(from Key Progression Skills for Writing)</p> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>• Share feelings</li> <li>• Talk in an audible voice that is understood by others</li> <li>• Keep in mind the listener</li> </ul> <p><b>Talking with others</b></p> <ul style="list-style-type: none"> <li>• Engage with the speaker, listening attentively</li> </ul>

	<p>I can sort objects into 'then' and 'now'</p> <p>I can sequence events and recount changes within living memory</p> <p>I can listen to and retell stories about events/ people in the past</p>	<p><i>NB This should include <b>local</b> history/ historical figures</i></p> <p>I can relate my own account of an event and understand that others may give a different account</p>	<p>I can sort objects from 'then' and 'now', and describe similarities and differences</p>		<ul style="list-style-type: none"> <li>Engage with others, taking turns</li> </ul> <p><b>Talking imaginatively</b></p> <ul style="list-style-type: none"> <li>Play imaginatively, acting out characters using everyday language</li> <li>Notice different ways of speaking</li> <li>Experiment with ways to express meaning</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use every day/key words</li> </ul> <p><b>I can use words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger, source, timeline</b></p>
<p>Year 2</p>	<p>I recognise that my life is different from the lives of people in the past, and can give examples</p> <p>I can talk about some differences between people/places</p>	<p>I recognise that there are reasons why people in the past acted as they did, and what happened as a result (impact)</p> <p>I can describe events beyond living memory that are significant globally or nationally</p>	<p>I can identify some of the different ways in which the past has been represented.</p> <p>I can begin to think about how reliable the sources are.</p> <p>I can observe or handle a range of evidence to ask questions and find</p>	<p>I can record what we have learned by drawing or writing.</p> <p>I can speak about how I have found out about the past.</p>	<p>(from Key Progression Skills for Writing)</p> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>Talk about experiences</li> <li>Vary talk to engage listeners</li> <li>Choose words and gestures for different situations</li> </ul> <p><b>Talking with others</b></p> <ul style="list-style-type: none"> <li>Listen and respond to a speaker</li> <li>Make helpful contributions in a discussion</li> </ul> <p>Talking imaginatively</p> <ul style="list-style-type: none"> <li>Adapt speech and gestures for different roles and scenarios</li> </ul> <p><b>Vocabulary</b></p>

	<p>in the past and in the present</p> <p>I can put events or artefacts in chronological order, and give reasons for my answers.</p>	<p>I can describe significant historical events, people and places locally</p>	<p>answers to questions about the past.</p>		<ul style="list-style-type: none"><li>• Use some adventurous words</li></ul> <p><b>I can use words and phrases such as artefact, source, research</b></p>
--	---	--	---	--	---

## Key Geography Skills Progression

Year Group	Locational Knowledge	Human and Physical Geography	Fieldwork	Oracy
EYFS	<p><b>Understanding the World</b></p> <p>3 &amp; 4 year olds Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>ELG Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>			<p><b>Communication and Language</b></p> <p>3 &amp; 4 year olds Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail</p>

		<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>I can use words and phrases like a long time ago, before, after, when I was little.</b></p>
--	--	--

<p>Year 1</p>	<p>I can describe seasonal weather changes</p> <p>I can look at pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>I can describe what I like and dislike about a place or environment.</p> <p>I know about changes in the locality and can talk about ways to improve it (eg the school environment)</p> <p>I can understand how places are linked together (eg road, train)</p>	<p>I can ask and answer questions about places and environments.</p> <p>I can describe what sort of things I see in a place or environment.</p>	<p>I can observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>I can study aerial photographs of the school and label it with key features e.g. school, church, park, shops.</p> <p>I can create my own simple map or plan.</p>	<p>(from Key Progression Skills for Writing)</p> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>• Share feelings</li> <li>• Talk in an audible voice that is understood by others</li> <li>• Keep in mind the listener</li> </ul> <p><b>Talking with others</b></p> <ul style="list-style-type: none"> <li>• Engage with the speaker, listening attentively</li> <li>• Engage with others, taking turns</li> </ul> <p><b>Talking imaginatively</b></p> <ul style="list-style-type: none"> <li>• Play imaginatively, acting out characters using everyday language</li> <li>• Notice different ways of speaking</li> <li>• Experiment with ways to express meaning</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use every day/key words</li> </ul> <p><b>I can use words like near, far, left and right to talk about where things are</b></p> <p><b>I can talk about physical features eg beach, coast, forest, mountain, sea, river.</b></p> <p><b>I can talk about human features, including: city, town, village, factory, farm, house and shop.</b></p>
---------------	---	---	---	---



<p>Year 2</p>	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, and label the capital cities</p> <p>I can use world maps, atlases and globes to identify the worlds seven continents and five oceans</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the Equator and the North/South Poles.</p> <p>I can express my own views about a place, people and environment and give reasons to support my answers.</p>	<p>I can look at pictures/videos of two differing localities and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p>	<p>I can draw my own map of the local area, using basic symbols in a key</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional vocabulary to describe the location of features and routes on a map.</p> <p>I can observe and record features around the local area eg. the plants and animals seen at Watermead Park compared to the animals seen on the road, the different amounts of traffic on the Hobby Horse roundabout compared to the school road. I can make suggestions for the cause of the differences.</p> <p>I can research a specific place in the world using a range of resources including books and ICT (eg. one of the Seven Wonders of the World).</p> <p>I can show what I have found out in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p>	<p>(from Key Progression Skills for Writing)</p> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>• Talk about experiences</li> <li>• Vary talk to enage listeners</li> <li>• Choose words and gestures for different situations</li> </ul> <p><b>Talking with others</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to a speaker</li> <li>• Make helpful contributions in a discussion</li> </ul> <p><b>Talking imaginatively</b></p> <ul style="list-style-type: none"> <li>• Adapt speech and gestures for different roles and scenarios</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use some adventurous words</li> </ul> <p><b>I can talk about physical features eg. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></p> <p><b>I can talk about human features eg. city, town, village, factory, farm, house, office, port, harbour and shop</b></p>
---------------	--	--	---	--