



Christ the Sower Ecumenical Primary School Humanities Curriculum Overview 2022-23



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>All about me</u> Families/relatives Location: Autumn walk Our houses</p>	<p><u>Celebrations</u> Diwali, Bonfire night, Birthdays, Weddings, Hannukah, Christmas</p>	<p><u>Buildings and Transport</u> Construction Transport on ground/sky Trains, aeroplanes – comparisons then and now</p>	<p><u>Animals and Minibeasts</u> Comparing environments of countries, we travel to, Lifecycles</p>	<p><u>Let's Grow!</u> <u>Fun in the Sun</u> Answering how and why questions Exploring the natural world Looking at changes and processes</p>	
Year 1	<p><u>Where do I live?</u></p> <ul style="list-style-type: none"> - To know where I live and to say my address - To keep and maintain a local weather chart - To recognise and use compass directions NSEW - To study the school and plot landmarks on a simple map - To identify local landmarks around the school on a simple map (Local area walk) using vocabulary such as near and far; left and right <p>Links to:</p> <ul style="list-style-type: none"> • All about me (EYFS) • Memories (Y1) • Picturing Places (Y2) <p>Focus: Where do I live? What is around me?</p>	<p><u>Memories - Toys then and now</u></p> <ul style="list-style-type: none"> - To sequence events in their life - To sequence 3 or 4 artefacts from distinctly different periods of time (Place items on a timeline) - To recognise the difference between past and present in their own and the lives of others (grandparents' life) - To give examples of things that were different when grandparents were children - To ask and answer simple questions about the past from sources of information e.g., artefacts, photos <p>Links to:</p> <ul style="list-style-type: none"> • All about me (EYFS) • Where do I live? (Y1) <p>Focus: What were toys like that my grandparents had?</p>	<p><u>An island study - British Isles</u></p> <ul style="list-style-type: none"> - To name and locate the 4 countries that make up the UK (maps, atlases, and globes) - To identify the Surrounding seas of the UK - To know what human and physical geographical features are and sort these - To identify key human and physical features within two comparing locations including: beach, cliff, coast, forest, hill, mountain, sea, ocean - To identify similarities and differences between two locations (Milton Keynes and the seaside) <p>Links to:</p> <ul style="list-style-type: none"> • Fun in the sun (EYFS) • Picturing Places (Y2) <p>Focus: What countries make up the UK? What human and physical features do they have?</p>	<p><u>Kings and Queens</u></p> <ul style="list-style-type: none"> - Recognise the difference between past and present the lives of others (King Charles III and Queen Victoria) - To Understand the importance of Queen Victoria's reign - To understand the importance of Queen Elizabeth II 70-year reign to use a variety of sources to learn about royals from different time periods and decide which sources are reliable and which are not - To compare the lives and differences between Queen Victoria and Queen Elizabeth II <p>Links to:</p> <ul style="list-style-type: none"> • Celebrations (EYFS) • Aspiring Nurses (Y2) • Victorians (Y6) <p>Focus: What makes Queen Victoria and Queen Elizabeth II important?</p>	<p><u>The Savanna</u></p> <ul style="list-style-type: none"> - To name and locate the 7 continents on a world map - To identify equator and hot and cold areas of the world - Identify and compare physical and human features in the African Savanna to the UK (Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather) (city, town, village, factory, farm, house, office, port, harbour and shop) - To understand the weather and climate in the Savanna Desert in comparison to the UK - To use images/videos/books as sources of information to locate different foods across the world <p>Links to:</p> <ul style="list-style-type: none"> • Animals and Minibeasts (EYFS) • A Zambian Village (Y2) <p>Focus: Why is the Savanna so different to England?</p>	<p><u>Adventures in space</u></p> <ul style="list-style-type: none"> - Recognise the difference between spaceships now and those used during moon landing. - To learn about the lives of significant individuals in the past who have contributed to space travel - Neil Armstrong and Tim Peak. - Look at sources of opinions, ask parents/grandparents about famous figures (Compare adults talking about the past – how reliable are their memories?) - To understand the impact Neil Armstrong had on today's space travel - To compare Neil Armstrong's space travel to Tim Peak <p>Links to:</p> <ul style="list-style-type: none"> • Buildings and Transport (EYFS) • Journeys (Y2) <p>Focus: Who travelled to space and how can we trust the information?</p>

Year 2	<u>Picturing Places</u>	<u>Great Fire of London</u>	<u>Antarctica</u>	<u>Journeys</u>	<u>A Zambian Village</u>	<u>Aspiring Nurses</u>
	<ul style="list-style-type: none"> - To identify the 4 countries and capital cities using maps - Identify key characteristics and similarities of the 4 cities, compared to towns and villages using aerial photographs - Identify key human and physical features of the school and its surrounding environment - To use locational and directional language (e.g., NSEW, near, left, right, far) on a walk of the local area. - Devise a simple map of the route taken and construct a simple key <p>Links to:</p> <ul style="list-style-type: none"> • All about me (EYFS) • An Island Study (Y1) • GFOL (Y2) <p>Focus: Describe the United Kingdom and what makes it special.</p>	<ul style="list-style-type: none"> - To generate and be able to ask and answer questions they might have. - Compare houses from then (1666) and now - Discuss reliability and what makes a source helpful/useful - Understand what caused the GFOL and recognise why it happened, as well as consequences and what happened as a result. - Look at the aftermath and how this changed society now e.g., impact on homes - Explore how the river Thames was used to help compared to what it is used for today <p>Links to:</p> <ul style="list-style-type: none"> • Buildings and Transport (EYFS) • Picturing Places (Y1) <p>Focus: Explain the cause of the GFOL and how this changed homes today.</p>	<ul style="list-style-type: none"> - To locate Antarctica and the 5 oceans and describe these - To identify the location of equator and North and South Poles - To compare the weather conditions in Antarctica to the UK (Contrasting seasonal weather changes) - To identify 2 groups of animals that can live in the extreme conditions - To understand the importance of preserving Antarctica and what we can do to help <p>Links to:</p> <ul style="list-style-type: none"> • Where do I live (Y1) • Journeys (Y2) <p>Focus: What makes Antarctica stand out to explorers?</p>	<ul style="list-style-type: none"> - Explore the life of Ernest Shackleton - Understand the Endurance expedition and what went wrong/the impact it had on the following expeditions, impact on today's explorations - To compare to a modern-day exploration Rob Swan expedition Jan 2023 – Antarctica - To recognise and understand the achievements of significant individuals (First aeroplane flight) - Christopher Columbus <p>Links to:</p> <ul style="list-style-type: none"> • Buildings and Transport (EYFS) • Adventures in Space (Y1) • Antarctica (Y2) <p>Focus: What journeys really stand out and inspire us to explore the world?</p>	<ul style="list-style-type: none"> - To locate continent Africa and smaller countries within Africa including Zambia, then identify a village within Zambia (Mugurameno) - To use photographs and information texts to help imagine what daily life in Mugurameno might be like - Compare how the people of Mugurameno use the river Zambezi with the ways in which we use rivers near us. - To find out about food in Mugurameno and how it is prepared. - Identify how people protect their homes from animals and how animals can help their everyday lives <p>Links to:</p> <ul style="list-style-type: none"> • Animals and Minibeasts (EYFS) • The Savanna (Y1) • GFOL (Y2) <p>Focus: Discuss the contrasts between Mugurameno and the UK.</p>	<ul style="list-style-type: none"> - To learn about the life of Mary Seacole and where she was from - To learn about the life of Edith Cavell and where she was from - To recognise the achievements of both women in the wars - To understand the impact both women had on nursing today - To compare the lives of nurses today to Seacole and Cavell <p>Links to:</p> <ul style="list-style-type: none"> • Let's Grow (EYFS) • People who help us (EYFS) • Kings and Queens (Y1) <p>Focus: What did EC and MS do to inspire people to become nurses?</p>

Key Stage 2

Year 3	<u>Stones and Bones</u> <ul style="list-style-type: none"> - To know that the stone age was made up of three different eras and the period is a larger duration than remainder of British history. - To know that we can learn about the past from archaeological discoveries, using artefacts to learn about what life was like in prehistoric Britain. - To learn about the history of Skara Brae - To investigate why hill forts were used and the impact these had - To understand who the Celts were and how they used iron - Make comparisons between life then to our lives today <p>Links to:</p> <ul style="list-style-type: none"> • Travel Agent (Y3) • Romans (Y4) • Invaders and settlers (Y4) <p>Focus: Explain the impact of the earliest civilisations on Britain today.</p>	<u>Travel Agent</u> <ul style="list-style-type: none"> - Locate and name at least 6 cities in the UK on a map - Plan a journey from MK to another place in England, using a road map - Research to discover features of towns and cities and appreciate the differences creating a travel brochure of Stratford Upon Avon in England, describing the area, physical and man-made features - Explore an area of Milton Keynes (Grange Farm) and map out a simple route from one location to another. Using simple sketches, locating the area on a map and describing with explanations what they have seen - Visit lakes, rivers nearby and create sketches and diagrams of these to show the location and landmarks <p>Links to:</p> <ul style="list-style-type: none"> • Where do I live (Y1) • Picturing Places (Y2) <p>Focus: Showcase Milton Keynes as a local area within the UK and one other area to someone who would like to visit</p>	<u>Greece</u> <ul style="list-style-type: none"> - To identify European countries and surrounding Islands and cities within Greece - To understand geographical similarities and differences between Greece and MK - Identify types of settlements depending on areas in modern day Greece - To understand the culture and local Greek civilisations - To identify how tourism is used within Greece and the benefits this has on the economy <p>Links to:</p> <ul style="list-style-type: none"> • Groovy Greeks (Y3) • Italy (Y4) <p>Focus: What makes Greece special?</p>	<u>Groovy Greeks</u> <ul style="list-style-type: none"> - To know who the Ancient Greeks were and about life in Ancient Greece - To know who Alexander the Great was and his Empire - To understand what the Ancient Greeks believed in and about the Ancient Greek gods and goddesses and why they were important - To know the differences between living in Athens and Sparta - To recognise the discovery of the Olympic games and draw comparisons between then and now <p>Links to:</p> <ul style="list-style-type: none"> • Greece (Y3) • Ancient Egypt (Y3) <p>Focus: Explain the influence the Greeks had on the Western World and how this happened</p>	<u>Rivers</u> <ul style="list-style-type: none"> - To identify main rivers in the world (Nile/Jordan etc) - To understand the features of a river system (water cycle included) - To identify the three stages of a river system (river source-river mouth) Creating a sketch map of the system. - To identify the different ways we use rivers, tourism, trade, travel etc - To understand the impact of floods/droughts and how to care for our environment <p>Links to:</p> <ul style="list-style-type: none"> • Local area study (Y3) • Ancient Egypt (Y3) • Oceans (Y5) • Global warming (Y5) <p>Focus: Show how rivers are formed and the processes we can take to preserve our rivers</p>	<u>Ancient Egypt</u> <ul style="list-style-type: none"> - To know who the Ancient Egyptians were and what life was like - To construct informed responses about mummies and mummification, using reliable sources of evidence - To know about the discovery of Tutankhamun and how different versions of this may exist in the past - To know about Egyptian Gods and how these compare to other Gods and Goddesses (Greek) - To draw comparisons between modern Egypt and Ancient Egypt <p>Links to:</p> <ul style="list-style-type: none"> • Groovy Greeks (Y3) • Rivers (Y3) <p>Focus: Explain the impact the Ancient Egyptians had on civilisation today</p>
	Year 4	<u>Italy</u> <ul style="list-style-type: none"> - Identify Italy on a map of Europe and identify the main cities of Italy - To describe the food in Italy and how it is different and similar to the UK - Identify the importance of tourism to Italy and 	<u>Romans</u> <ul style="list-style-type: none"> - Place the Romans on a timeline with other events children have studied, e.g., Stone Age and Iron Age. - Know at least 3 things that the Romans did for our country and the legacy left behind and the 	<u>When Disaster Strikes</u> <ul style="list-style-type: none"> - Explore how and why natural disasters occur and the impact these have on the environment. - Describe and understand the key features of earthquakes and plate tectonics 	<u>Codebreakers</u> <ul style="list-style-type: none"> - To plot key events in our life time in MK. Plotted onto a timeline. - Find out about the key role Bletchley Park had in winning the war - Discover how mathematicians invented 	<u>Invaders and Settlers</u> Spread over 2 terms, History and Geography lessons fluid throughout
				<u>History coverage</u> <ul style="list-style-type: none"> - To know when Anglo Saxons/Vikings and Scots were in Britain - To understand the conflict between Anglo Saxons and Vikings. 	<u>Geography Coverage</u> <ul style="list-style-type: none"> - To know where different tribes originated from and how they travelled to England - To identify mountains in Scandinavian countries 	

	<p>the impact on the community</p> <ul style="list-style-type: none"> - Identify the main industries and jobs in Italy, including exports and how this supports trades and community - To explore Italian culture, through festivals and events/traditional days <p>Links to:</p> <ul style="list-style-type: none"> • Romans (Y4) • Greece (Y3) • Natural Disasters Pompeii (Y4) <p>Focus: What makes Italy Italy?</p>	<p>impact this has had on Britain</p> <ul style="list-style-type: none"> - Know why the Romans needed to build forts in this country - Know that Rome was a very important place, and many decisions were made there - Know about the lives of at least 2 famous Romans - What was Roman life like? /What was it like being a Roman child? Compare and discuss similarities and differences to then and now. <p>Links to:</p> <ul style="list-style-type: none"> • Stones and Bones (Y3) • Italy (Y4) • Invaders and settlers (Y4) <p>Focus: Explain the impact the Roman Empire had on England.</p>	<ul style="list-style-type: none"> - Describe and understand the key features of mountains and volcanoes - Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps - Understand how a volcano is formed and different types of eruptions, including leading to Tsunamis - A study into one of the following <ul style="list-style-type: none"> ✓ Pompeii eruption /Mount Vesuvius – links back to Roman Britain and the impact this had ✓ Thailand 2005 Tsunami ✓ San Francisco earthquake of 1989 ✓ First explorers to climb Mt Everest <p>Links to:</p> <ul style="list-style-type: none"> - Rivers (Y3) - Oceans (Y5) <p>Focus: How do natural disasters occur?</p>	<p>a computer to crack German enigma machine</p> <p>To understand the significant impact codebreakers had on the war</p> <p>Consider the outcome of the war if codebreakers had not been successful</p> <p>Links to:</p> <ul style="list-style-type: none"> - WW2 (Y6) <p>Focus: Codebreakers: Who were they?</p>	<ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied. Offer a reasonable explanation for some events - To use a timeline to show when Viking raids started and how they overpowered the Anglo Saxons – Edward the Confessor - To understand the Anglo Saxons laws put in place and how these differ/have impacted society today <p>Links to:</p> <ul style="list-style-type: none"> • Romans (Y4) • Europe and France (Y5) <p>Focus: Who had the best reign over England?</p>	<ul style="list-style-type: none"> - To know how mountains are formed and illustrate and annotate sketches to demonstrate this - To understand farming life of Anglo Saxons and how this is different to farming today - To understand how place names impacted the names we have today for different locations across the UK - To know where in England was ruled by Anglo Saxons/Vikings and how this impacted society today - To understand how settlement types differed between tribes <p>Links to:</p> <ul style="list-style-type: none"> • Rivers (Y3) • Oceans (Y5) • Natural Disasters (Y4) • Europe and France (Y5) <p>Focus: Where did most tribes travel from and why choose England?</p>
<p>Year 5</p>	<p><u>Oceans</u></p> <ul style="list-style-type: none"> - To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones 	<p><u>Immigration Windrush</u></p> <ul style="list-style-type: none"> - To understand what Windrush was and who was affected - To evaluate and analyse sources of evidence, justifying reasons for validity - Identify continuity and change in the history of the locality of the school. - Use dates and terms accurately in describing the events and assessing 	<p><u>Kingdom of Benin</u></p> <ul style="list-style-type: none"> - To recognise how the Benin Kingdom began and what it was like 500-1000 years ago - To know how Benin became an Empire - To understand the changes that took place when European settlers started trading. - To understand how Benin contrasted with British society 	<p><u>Global Warming</u></p> <ul style="list-style-type: none"> - Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns - To understand how some of these aspects have changed over time and the impacts on today's society - Analyse evidence and draw conclusions e.g., from field work data on 	<p><u>History of the Space Race</u></p> <ul style="list-style-type: none"> - To use appropriate vocabulary, dates and times when discussing key events in the space Race - Identify the events that happened in the build up to the Space Race causes and results of great events and the impact on people - To have a secure and detailed understanding of the space Race and how it has impacted space travel today 	<p><u>Connecting the world</u></p> <ul style="list-style-type: none"> - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere. - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. - Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity and sketch maps to show

	<ul style="list-style-type: none"> - To know how the oceans and seas were formed - To learn about some of the ways humans explore the deep oceans and how we can protect our oceans - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in ocean around UK. Record the results in a range of ways. - Evaluate quality of the evidence provided by different research. <p>Links to:</p> <ul style="list-style-type: none"> • Rivers (Y3) • Natural Disasters (Y4) • Global warming (Y5) <p>Focus: How can we save our oceans?</p>	<p>the impact on today's society</p> <ul style="list-style-type: none"> - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Links to:</p> <ul style="list-style-type: none"> • Connecting the world (Y5) • Leaders (Y6) <p>Focus: What is meant by 'Windrush'?</p>	<ul style="list-style-type: none"> - To understand how the Kingdom of Benin came to an end <p>Links to:</p> <ul style="list-style-type: none"> • Groovy Greeks (Y3) • Ancient Egypt (Y3) • Invaders (Y4) <p>Focus: How did the Kingdom of Benin become an Empire?</p>	<p>land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <ul style="list-style-type: none"> - Describe how locations around the world are changing and explain some of the reasons for change. - Understand why different places employ different strategies for solving similar problems <p>Links to:</p> <ul style="list-style-type: none"> • Rivers (Y3) • Oceans (Y5) • Connecting the world (Y5) • America (Y6) <p>Focus: How can we save our planet?</p>	<ul style="list-style-type: none"> - To understand how other countries impacted the space race and equally had a major impact on the world - To compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events <p>Links to:</p> <ul style="list-style-type: none"> • Adventures in Space (Y1) • Journeys (Y2) <p>Focus: The evolution of space travel...</p>	<p>varying locations and showing different climates</p> <ul style="list-style-type: none"> - Make comparisons between the ways land use differs between different countries studied (relevant countries to year group cohort) <p>Links to:</p> <ul style="list-style-type: none"> • Rivers (Y3) • Oceans (Y5) • Global Warming (Y5) <p>Focus: Explain how the world is connected and facing similar battles.</p>
<p>Year 6</p>	<p><u>Europe and France</u></p> <ul style="list-style-type: none"> - To identify human and physical characteristics, (including hills, mountains, rivers, key topographical features and land -use patterns) and understand how some of these aspects 	<p><u>World War 2</u></p> <ul style="list-style-type: none"> - To explain the outbreak of war with justifications for reasons why - To understand evacuation using a variety of sources of evidence and how this impacted children and society 	<p><u>Victorians</u></p> <ul style="list-style-type: none"> - To find out who Queen Victoria was and investigate her life and family tree. - To recognise and understand the changing power of monarchs e.g., to Queen Victoria 	<p><u>Convicts and Australia</u></p> <ul style="list-style-type: none"> - To show and explain how Australia has changed over time. Explaining how physical structures have changed, how the economy and land use has changed and developed 	<p><u>America</u></p> <ul style="list-style-type: none"> - Locate world's countries (including Russia) North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p><u>Amazing People</u></p> <ul style="list-style-type: none"> - To know what is meant by Apartheid and to build an overview of this - To understand and explain why a language was the cause of an uprising? - To be able to seek out and analyse a wide range of

	<p>have changed over time.</p> <ul style="list-style-type: none"> - Make comparisons between human and physical features in Europe and focusing on France - Use a variety of different media to find specific locations including 8 figure co - ordinates - Understand some of the reasons for geographical similarities and differences between countries (France and one other European) - Explain how countries and geographical regions are interconnected and interdependent. <p>Links to:</p> <ul style="list-style-type: none"> • WW2 (Y6) • Greece (Y3) • Italy (Y4) <p>Focus: Explain the contrasting way of life between European countries.</p>	<ul style="list-style-type: none"> - To understand propaganda and how historians must understand the social context of evidence studied. - To explain the Blitz and the causes and consequence of this - To understand and evaluate using sources how the outcome of WW2 could have been different <p>Links to:</p> <ul style="list-style-type: none"> - Aspiring Nurses (Y2) - Codebreakers (Y4) - Europe and France (Y6) <p>Focus: Explain the outbreak of World War II and the impact it had on today's society.</p>	<ul style="list-style-type: none"> - To explore the impact that the Industrial Revolution had on the people of Britain. - Investigate what public health and medical care were like during the Victorian era. - Examine and compare different leisure activities of rich and poor Victorian people. <p>Links to:</p> <ul style="list-style-type: none"> • Kings and Queens (Y1) • Leaders (Y6) <p>Focus: Life as a Victorian child versus a modern-day child</p>	<ul style="list-style-type: none"> - To compare and contrast two locations in Australia using different media, maps, weather chart, photos and videos. - Draw a sketch map using symbols and a key, a route in Australia. Use sketches as evidence in an investigation. - Identify and explain different views of people including themselves within a familiar area and location in the wider world. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Describe how countries and geographical regions are interconnected and interdependent. <p>Links to:</p> <ul style="list-style-type: none"> • Connecting the world (Y5) • America (Y6) <p>Focus: How is Australia different to the United Kingdom?</p>	<ul style="list-style-type: none"> - Identify and explain different weather patterns in different climate zones across America (North and South) - To explore and have an understanding of how rainforests are formed in Southern America and the wildlife that lives there - To understand the impacts rainforests, have on our world and how they are currently being impacted. Explaining the cause of this and consequences if this continues to happen. - To compare life in the rainforests in America to that of the UK <p>Links to:</p> <ul style="list-style-type: none"> • Global Warming (Y5) • Convicts and Australia (Y6) <p>Focus: What happens in the Amazon? Way of life in the Amazon.</p>	<p>evidence in order to justify claims about the past.</p> <ul style="list-style-type: none"> - Understand chronology. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Know the life and times of Nelson Mandela and Desmond Bishop Tutu and the influence they had on the world. <p>Links to:</p> <ul style="list-style-type: none"> • Aspiring nurses (Y2) • Immigration (Y5) <p>Focus: How they led us...</p>
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Interim Year 2022-2023

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Home Front Bletchley Park	Europe and France	Ancient Benin	Global Warming	History of Space Race	Connecting the World

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Groovy Greeks	Amazing People	Victorians	Global Warming	America	Connecting the World

Interim 2023-2024

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oceans	Immigration and Windrush	Ancient Benin	Global Warming	History of Space Race	Connecting the World

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Groovy Greeks	Immigration and Windrush	Victorians	Convicts and Australia	America	Amazing People