



Humanities Policy

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Intent

At Friezland our humanities curriculum develops curiosity and fascination about the world and inspires children to want to find out more about the past and to think and act as historians. Children investigate a range of places and locations both in Britain and abroad to help develop their understanding and knowledge of the Earth's physical and human features. By linking learning to a range of themes, children have opportunities to investigate and interpret the past, understand chronology and build an overview of Britain's past as well as the wider world.

The National Curriculum 2014 states: 'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives and a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

Aims

The aims of Geography Education at Friezland are to enable children to:

- Promote an excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- Develop an extensive base of geographical vocabulary.
- Encourage fluency in map skills and fieldwork to reach clear conclusions.
- Promote a genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

The aims of History Education at Friezland are to enable children to:

- Promote an excellent knowledge of people, events, and changes from a range of historical periods, including significant events in Britain's past.
- Develop an extensive base of historical vocabulary.
- Encourage the ability to think critically about history and communicate ideas confidently.
- Develop the skill of putting events and significant individuals in chronological order.
- Promote fluency in the skill of researching and obtaining historical evidence from a range of sources.
- Contribute to the skill of formulating questions and lines of enquiry about the past.
- Promote a developing sense of curiosity about the past and how and why people interpret the past in different ways.

Implementation

Foundation Stage

Children in the Early Years Foundation Stage study 'Understanding the World'. This provides them with opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives. As the reception class is part of the Foundation Stage Early Years, we relate the humanities aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and Development Matters which underpin the curriculum planning for children aged 0-5years.

Key Stage 1

In Key Stage 1, Humanities is about developing knowledge, skills and understanding relating to children's own environment and the people who live there and developing an awareness of events in their own and more distant past.

Children will....

Geography

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places – by studying areas in the UK and wider world;
- focus on geographical questions like 'What?', 'Where is it?', 'What is it like?' and 'How did it get like this?';
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps and using photographs;

History

- know about changes in their own lives and the way of life of their family, and
- have an understanding of the way of life of people in the more distant past that lived in Britain.

Key Stage 2

In Key Stage 2, Humanities is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places and events from the past relate to each other and the wider world.

Children will...

Geography

- study places and themes at different scales – from local to national in the United Kingdom and overseas and investigate how people and places are linked and how they relate to the wider world by researching life in an Indian village and world locations of current topical interest;
 - study how and why physical and human features are arranged as they are in a place or environment and how people are influenced by and affect environments issues, rivers and mountains as well as identifying geographical processes involved in world events;
 - focus on geographical questions like 'What is it like?', 'How did it get like this?' and 'How and why is it changing?';
 - develop and use geographical enquiry skills, including fieldwork and IT skill, geographical terms, making and using maps and using photographs;

History

- know about the lives of significant men, women and children in the history of Britain and the wider world, and
- develop the skills of chronological understanding, historical interpretation, historical enquiry and organisation and communication.

Cross Curricular Learning

English

Humanities teaching contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Each term children work on non-fiction texts which are linked to the Humanities topic being studied in class. Children develop their English skills through composing and reading reports, letters, explanatory texts and partaking in debates of a historical and geographical nature.

Mathematics

Children learn to use numbers and develop analytical skills e.g. analyzing population statistics and time lines. Children also have the opportunity to learn to interpret information presented in graphical or diagrammatic form.

Computing

The use of Computing as a tool to facilitate learning, extend learning networks and increase children's understanding of the world in which we live cannot be overstated and plays an important role at Friezland.

At both key stages this involves the pupils using computers to:

- locate and research information (i-Pads and the internet);
- record findings (using text, databases and tables);
- gain confidence in using calculators, VCR, video cameras, digital cameras, data logging equipment and computers, and
- communicate with others, locally, nationally and internationally through the use of email.

Personal, Social, Citizenship, Health and Emotional Education (PSCHE)

Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty, recycling and how environments are changed for better or for worse. They discover how to be active citizens in a democratic society by learning how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Thus Humanities in our school promotes the concept of positive citizenship and community cohesion with other communities on a local and global scale.

Inclusion

Geography and History are foundation subjects and as such forms part of the school curriculum to provide a broad and balanced education to all children. Through our Humanities teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum and subject based key skill criteria (see Appendix 1 – 'I can' statements) allow us to consider each child's attainment and progress against expected levels.

Equal Opportunities

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally and the school will take measures against adults who do not abide by this ethos.

Health and Safety

It is important that all teachers are aware of the responsibility they have regarding health and safety both inside and outside the classroom. Teachers need to take account of both the children's and their own health and safety when involved in Humanities activities.

Impact

At the end of a unit of work (usually half-termly) summative judgments are made by class teachers. The results are collated on a grid showing groups of children who are emerging, expected and exceeding. The grids are used to inform planning for next steps in learning, for reporting to parents at the end of the year and by the Humanities coordinator on a termly basis to assess how good standards are in Geography and History.

Assessment for Learning

The class teacher will assess children's work in Geography and History by making informal judgements during lessons by questioning, observing and eliciting children's ideas. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

Reporting to Parents

Parents receive an assessment of their child's ability in Humanities at the end of each academic year and have the opportunity to discuss their child's progress at termly parent's meetings.

Resources

Globes and topic boxes for Humanities are clearly labelled and stored in the Hub. Teachers should collect the box they require and ensure they return it back to the Hub when they have finished the topic. Geography jigsaws, small world play and other practical resources are kept in classes 1 and 2 for children to access during independent learning opportunities. Atlases are stored on the corridor for access by Key Stage 2 and are kept in the classroom in Key Stage 1. Topic related Humanities books and reference books are found in the non-fiction library.

Resource expenditure and staff CPD are linked to school improvement priorities and their impact upon motivation, engagement and standards is monitored and evaluated annually during the summer term.

Roles & responsibilities

Headteacher & Governing Board

The Headteacher and Governing Board are responsible for:

- involvement in focus groups to develop policy and practice;
- overseeing the standards of humanities, and
- approving the acquisition of new resources.

Coordinator

The subject leader is responsible for:

- the audit and identifying of resources for purchase by the Resource Team;
- liaising with the Resource Team to ensure effective maintenance and ease of access to resources;
- monitoring and evaluating the implementation of the scheme of work;
- delivering relevant inset training to other members of staff;
- reviewing long, medium, and short-term planning;
- reporting to governors on standards, and
- writing, modifying and reviewing, in consultation with other staff and governors, the policy document for humanities.

Class teacher

The Class teacher is responsible for:

- planning and delivering the Humanities Curriculum;
- assessing children's work both formatively and summatively, and

- reporting to parents and humanities co-ordinator.

Monitoring & Evaluating

Policy and practice in humanities are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of geography and history will be monitored by the humanities co-ordinator in conjunction with the headteacher. Monitoring takes the form of lesson observation, planning and book scrutinies and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the humanities co-ordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the humanities policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Humanities Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored in locked filing cabinets in each classroom / basement Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

Overview: Long term Year A

Class / Year groups: Class 2 – Years 1 and 2

Year A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject	Geography	History	Geography	History	History	Geography
Theme / Topic	The Weather Hot and Cold Places	The Great Fire of London <i>(Beyond Living Memory)</i>	China <i>(Study of a non-European contrasting place)</i>	Travel and Transport <i>(Beyond Living Memory)</i>	Toys <i>(Within Living Memory)</i>	The Seaside <i>(Seaside Study)</i>
Main Enquiry	Why can't meerkats live in the South Pole?	Why and how did The Great Fire of London start?	Where would you prefer to live: England or China?	What do we know about Victorians and the way they travelled?	Are ipads more fun than your Grandparents toys?	Why do we love to be beside the seaside?
Coverage	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles. Name and locate the World's 7 continents and oceans.	Events beyond living memory that are significant nationally or globally like The Great Fire of London.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and that of a small area in a contrasting non-European country.	Events beyond living memory that are significant nationally or globally like the first aeroplane flight and the invention of the train and the motorcar.	Changes within living memory that reveal aspects of change in national life.	Use basic geographical vocabulary to refer to beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Key Knowledge	*Know where the Equator, North and South Poles are on a globe	*Know what we use today instead of a number of older given	*Know the names of and locate the seven continents of the world	* Know how travel and transport has changed from past to present * Know about Viking Longboats	*Know about the games and toys their grandparents played with	*Know and identify the following physical features: mountain,

	<ul style="list-style-type: none"> *Know and recognise main weather symbols *Know which animals live close to the Equator, North Pole and South Pole *Know how animals living in the north and South Poles keep warm *Know which clothes they would wear on hot or cold days * Know why people tend to like hot places for their holidays * Know the features of hot and cold places in the world * Know the hottest and coldest seasons in the UK *know which is North, East, South and West on a compass and be able to use directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> artefacts e.g. fire engines *Know how different life was in a city, town or village many years ago *Know who Samuel Pepys is and understand why his diary is important. *Know that many children had to work in poor conditions from a very young age in those days *Know that there were no schools in those days *Know what life was like for a child in those days *Know that the lives of rich people were very different to lives of poor people. 	<ul style="list-style-type: none"> *Know the names of and locate the five oceans of the world * Know the main differences between England and that of China *Know that their life is different to that of children that live in China *Know that the climate in England is very different to the one in China *Know that the Chinese culture and tradition is different to the UK's *Know the types of food that are grown in China because of the country's climate. 	<ul style="list-style-type: none"> * Know how cars have changed since they were invented * Know how trains changed people's lives in the 19th Century * Know about the Wright Brothers and the invention of the aeroplane *Compare transport of the past, present and future. 	<ul style="list-style-type: none"> *know about what life was like at the time their grandparents were young *Know what games were played when their grandparents attended primary school *know what their grandparents did after school *Know how to make a moving toy. 	<ul style="list-style-type: none"> lake, island, valley, river, cliff, forest and beach *Explain some of the advantages and disadvantages of living in a city or village *Know what they could find in a rock pool *Begin to recognise the type of work that a seaside resort brings * Know that British seaside resorts were much busier in the past * Know what a lighthouse is for * Know why some seaside resorts have lifeboats.
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Overview: Long term Year B

Class / Year groups: Class 2 – Years 1 and 2

Year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject	Geography	History	Geography	History	Geography	History
Theme / Topic	Our School and the Local Area <i>(knowing our locality)</i>	The Gunpowder Plot <i>(Beyond living memory)</i>	Our Country <i>(Knowing our locality)</i>	Inspirational People <i>(Beyond living memory & significant person from the locality)</i>	Kenya <i>(Study of a non-European contrasting place)</i>	Famous Nurses <i>(Famous people)</i>
Main Enquiry	What's special about my local environment?	Why do we celebrate Bonfire night?	Where do the wheels on the bus go?	Why is there a statue of Annie Kenney in Oldham town centre?	Would you prefer to live: England or China?	How have people like Florence Nightingale improved Nursing?
Coverage	Use simple fieldwork and observational skills to study the geography of our school, it's grounds and the key human and physical features of its surrounding environment.	Events beyond living memory that are nationally significant like The Gunpowder Plot.	Name locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes. Use simple compass directions. Use aerial photos and construct simple maps. Undertake simple fieldwork.	Significant historical events, peoples and places in our own locality. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and that of a small area in a contrasting non-European country.	The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.

				Comparison of lives in different periods.		
Key Knowledge	<ul style="list-style-type: none"> * Know their address, including their postcode * Know how to read a simple street map * Create simple maps of the classroom and their journey to school * Construct basic symbols in a key * Describe the location of features and routes on a map. 	<ul style="list-style-type: none"> * Know who Guy Fawkes was and how his life was different to ours * Know how the Gunpowder Plot began and who the plotters were * Know about the main events of the Gunpowder Plot * Know what happened after the Gunpowder Plot was discovered * Know how the Gunpowder Plot is remembered 	<ul style="list-style-type: none"> * Know the names of the four countries that make up the UK * Know the seas that surround the UK * Know the seven continents and which one the UK belongs to * Know the capital city of each country * Know the names of famous buildings in London * Know the difference between a village, town and city. 	<ul style="list-style-type: none"> * Know what makes a person significant and inspirational. * Know how Emily Davison and Annie Kenny were members of the Suffragette Movement and fought for all women to be able to vote and have equal rights to men. * Know how Rosa Parks fought for equal rights in the USA for African Americans. * Comparison of the lives of Emily Davison, Annie Kenny and Rosa Parks. * Know why there are monuments in parts of our cities, town and villages. 	<ul style="list-style-type: none"> * Know the names of and locate the seven continents of the world * Know the names of and locate the five oceans of the world * Know the main differences between England and Kenya * Know that their life is different to that of children in Kenya * Know that the climate in England is very different to the one in Kenya * Know the animals living in the wild would be different in countries outside the UK * Know the types of fruits and vegetables grown depends on the country's climate. 	<ul style="list-style-type: none"> * Know what makes a person significant * Know how Florence Nightingale improved nursing * Know how Mary Seacole helped soldiers in the Crimean War * Know how Edith Cavell helped soldiers in World War One * Comparison of the lives of Florence Nightingale, Mary Seacole and Edith Cavell * Know how the three nurses have been remembered for their bravery.

Progression Document for Humanities



KS1 Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>1st Half Term</u>	<p>Geography: The Weather and Hot and Cold Places. “Why can’t meerkats live in the South Pole?”</p> <ul style="list-style-type: none"> * I can identify seasonal and daily weather patterns in the United Kingdom. * I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles. * I can use world maps, atlases and globes to identify the 7 continents and 5 oceans of the World. * I can use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. 	<p>Geography: China “Where would you prefer to live: England or China?”</p> <ul style="list-style-type: none"> * I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. * I can use word maps, atlases and globes to identify the 7 continents and 5 oceans of the World. 	<p>History: Toys “Are iPads more fun than your Grandparent’s toys?”</p> <ul style="list-style-type: none"> * I can talk about changes within living memory that reflect aspects of change in national life. * I can identify similarities and differences between the toys I play with and the toys my grandparents played with. * I can ask and answer questions.
<u>2nd Half Term</u>	<p>History: The Great Fire of London “Why and how did the Great Fire of London start?”</p> <ul style="list-style-type: none"> * I can talk about events beyond living memory that are significant nationally – The Great Fire of London. * I can use parts of stories and other sources to show that I understand key features of events – Samuel Pepys diary. * I can identify similarities and differences about the life of a child today and during the time of the Great Fire of London. 	<p>History: Travel and Transport “What do we know about Victorians and the way they travelled?”</p> <ul style="list-style-type: none"> * I can talk about events beyond living memory that are significant globally – The first aeroplane flight and the invention of the train and the motorcar. 	<p>Geography: The Seaside “Why do we love to be beside the seaside?”</p> <ul style="list-style-type: none"> * I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

KS1 Year B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>1st Half</u> <u>Term</u>	<p>Geography: Our School and the Local Area</p> <p>“What is special about my local environment?”</p> <ul style="list-style-type: none">* I can use simple fieldwork and observational skills to study the geography of Friezland Primary School and its grounds and the key human and physical features of its surrounding environment.* I can devise a simple map of my classroom and the route I take to school.* I can use and construct basic symbols in a key.	<p>Geography: Our Country</p> <p>“Where do the wheels on the bus go?”</p> <ul style="list-style-type: none">* I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.* I can use world maps, atlases and globes to identify the United Kingdom and its countries.* I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.* I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.* I can devise a simple map.* I can undertake simple fieldwork.* I can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.	<p>Geography: Kenya</p> <p>“Would you prefer to live in England or Kenya?”</p> <ul style="list-style-type: none">* I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.* I can name and locate the world’s seven continents and five oceans.
<u>2nd Half</u> <u>Term</u>	<p>History: The Gunpowder Plot</p> <p>“Why do we celebrate Bonfire Night?”</p> <ul style="list-style-type: none">* I can talk about events beyond living memory that are significant nationally – The Gunpowder Plot.* I can understand key features of events.	<p>History: Inspirational People</p> <p>“Why is there a statue of Annie Kenney in Oldham town centre?”</p> <ul style="list-style-type: none">* I can talk about significant historical events, people and places in my own locality.* I can talk about the lives of significant individuals in the past who have contributed to national and international achievements – Emily Davison, Rosa Parks and Annie Kenny.* I can identify similarities and differences between ways of life in different periods.	<p>History: Famous Nurses</p> <p>“How have people like Florence Nightingale improved nursing?”</p> <ul style="list-style-type: none">* I can talk about the lives of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale, Mary Seacole and Edith Cavell.* I can identify similarities and differences between ways of life in different periods.

LKS2 – Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>1st Half</u> <u>Term</u>	<p>History: Stone Age to End of Roman Rule in Britain.</p> <p>“From Stone Age Britain to end of the Roman occupation: How did Britain change?”</p> <ul style="list-style-type: none"> * I can talk about the similarities and differences between the Stone, Bronze and Iron Age. * I can talk about late Neolithic hunter-gatherers and early farmers e.g. Skara Brae. * I can discuss Bronze Age religion, technology and travel e.g. Stonehenge. 	<p>Geography: Rivers</p> <p>“Where would you choose to build a city?”</p> <ul style="list-style-type: none"> * I can name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics including hills, mountains coasts and rivers. * I can use maps, atlases, globes and digital mapping to locate countries and describe features studied. * I can describe the water cycle. 	<p>History: Greek Life and the Western World.</p> <p>“Why were the Ancient Greeks ruled by their Gods?”</p> <ul style="list-style-type: none"> * I can discuss elements of Greek life and name Greek achievements and their influence on the Western World. * I can name some of the main characteristics of the Athenians and Spartans.
<u>2nd Half</u> <u>Term</u>	<ul style="list-style-type: none"> * I can talk about Iron Age hill forts, tribal kingdoms, farming, art and culture. * I can name a famous Roman Emperor – Julius Caesar and know about his attempted invasion in 55-54 BC. * I can discuss the successful invasion by Claudius and talk about his conquest including Hadrian’s Wall. * I know about the British resistance and can discuss Boudica’s role in this. * I know how the Roman occupation helped to advance Britain society and can talk about sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity. 	<p>Geography: The Uk versus The South of France</p> <p>“Why do so many people choose to go to the South of France for their holiday?”</p> <ul style="list-style-type: none"> * I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. * I can use 4 point compass, 4 figure grid references and symbols and keys to build knowledge of the UK and the wider world. * I can name and locate European countries, capitals and major cities. 	<ul style="list-style-type: none"> * I know about the influence the gods had on Ancient Greece. * I can name at least 5 sports from the Ancient Greek Olympics.

LKS2 – Year B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>1st Half</u> <u>Term</u>	<p>Geography: Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>“What makes the Earth angry?”</p> <ul style="list-style-type: none">* I can describe and understand key aspects of physical geography including volcanoes and earthquakes.* I know what causes an earthquake.* I can label the parts of a volcano.* I know what a tsunami is.	<p>History: Ancient Egypt in depth. Ancient Sumer, Indus Valley and Shang Dynasty.</p> <p>“How can we recreate the wonder of Ancient Egypt?”</p> <ul style="list-style-type: none">* I can discuss the achievements of the earliest civilisations – Ancient Sumer, Indus Valley and the Shang Dynasty.* I can talk in depth about the key features of the Ancient Egyptians.	<p>Geography: Understand geographical similarities and differences through study of human and physical geography of a region of the United Kingdom.</p> <p>“What’s the difference between Greenfield, Oldham and Manchester?”</p> <ul style="list-style-type: none">* I can describe and understand key aspects of human geography including types of settlement and land use.* I can use maps to locate European countries, capitals and major cities.* I can identify the position and significance of the Prime/ Greenwich Meridian and time zones (including day and night).* I can use fieldwork to observe, measure and record the human and physical features of my local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
<u>2nd Half</u> <u>Term</u>	<ul style="list-style-type: none">* I can identify the position of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.		

UKS2 – Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>1st Half</u> <u>Term</u>	<p>History: Anglo-Saxon Britain “Who were the Anglo-Saxons?”</p> <ul style="list-style-type: none"> * I know how Britain changed between the end of the Roman occupation and 1066. * I can use a timeline to show when the Anglo-Saxons were in Britain. * I can talk about the Scots invasion from Ireland to north Britain (now Scotland) and how the different kingdoms of Britain have influenced our county boundaries today. * I know about Alfred the Great. * I can talk about Anglo-Saxon settlements and the way they lived, including hierarchical features. * I can talk about Anglo-Saxon art and symbols. * I know about the link between Anglo-Saxons and Christianity. 	<p>History: A study over time: National History reflected in our Locality “What made Oldham the biggest cotton spinning town in the World?”</p> <ul style="list-style-type: none"> * I can talk about what working life was like before the industrial revolution. * I know when industrialisation happened. * I know how industrialisation affected Oldham. * I know about the upsurge in cotton mills. * I can talk about what life was like working in an Oldham cotton mill. * I know what led to the end of the cotton mill industry in Oldham. 	<p>History: The Mayan civilisation around 900AD. “Who were the Mayans and what did we learn from them?”</p> <ul style="list-style-type: none"> * I can discuss how a non-European society (The Mayans 900AD) contrasts with British history. * I know about the impact of the Mayan civilisation on the world. * I know why they were considered an advanced society in relation to that period of time in Europe. * I can use maps, globes and atlases to locate Mexico. * I can discuss the link between the Mayans and chocolate.
<u>2nd Half</u> <u>Term</u>	<p>History: Vikings in Britain “Were the Vikings always victorious and vicious?”</p> <ul style="list-style-type: none"> * I can talk about the Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor’s death in 1066. * I know where the Vikings originated from and can show this on a map. * I know why the Vikings came to Britain. * I know where the Vikings first landed in Britain. * I can talk about the life of Viking children. * I know about Viking food and weapons. 	<p>Geography: Land use patterns and an understanding of how some of these aspects have changed over time. “Did Oldham always look like it does now?”</p> <ul style="list-style-type: none"> * I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> * I know about the Mayan’s knowledge of sound technology. * I know how the Mayans used their knowledge of the sun and light.

UKS2 – Year B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>1st Half</u> <u>Term</u>	<p>Geography: Rainforests</p> <p>“Why should the rainforests matter to all of us?”</p> <p>* I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p>	<p>History: World War 2</p> <p>“How could Hitler have convinced a nation like Germany to follow him to war?”</p> <p>* I can talk about an aspect of British History from beyond 1066 – Hitler’s invasion on Europe and the impact on Britain.</p> <p>* I know why WW2 started and the part Hitler had in the war.</p>	<p>Geography: Mapping</p> <p>“I’m a Friezland pupil...how can you get me out of here?”</p> <p>* I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
<u>2nd Half</u> <u>Term</u>	<p>Geography: South America</p> <p>“Why has Brazil got one of the world’s fastest growing economies?”</p> <p>* I can understand and talk about the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>* I can locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>* I know how and why the Jewish nation suffer because of Hitler coming to power.</p> <p>* I can talk about Anne Frank and how her diaries help us to learn about this period of history.</p> <p>* I know about the Munich agreement in 1938 and why Britain feels betrayed by Hitler following this.</p> <p>* I know the key facts about the Battle of Britain and its significance in establishing a base for the Allied forces in WW2.</p> <p>* I know who Winston Churchill was and his role in ending the war.</p>	<p>* I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>* I can identify the Prime/Greenwich Meridian and time zones (including day and night).</p>