

**Whole School Plan: Humanities      2022 - 2023**

Year B	Autumn	Spring	Summer
<p style="text-align: center;"><b>Class 1 Year R</b></p>	<p style="text-align: center;">Autumn 1: All About Me, My Wishes and Dreams Autumn 2: Celebrations and Festivals-A World of Colour</p>	<p style="text-align: center;">Spring 1: People Who Help Us Spring 2: Once Upon a Time, Spring and Easter</p>	<p style="text-align: center;">Summer 1: Growing, Lifecycles and In the Garden Summer 2: Oh I Do Like to be Beside the Seaside!</p>
<p style="text-align: center;"><b>Class 2 Year 1 &amp; 2</b></p> <p style="text-align: center;">Chronology Continuity and change Significance</p> <p style="text-align: center;">Location Knowledge Mapping skills Change and Impact</p>	<p style="text-align: center;">Autumn 1: My world and me (Geog)</p> <ul style="list-style-type: none"> <li>• To find out where the UK, the equator and the poles are on a world map.</li> <li>• To compare the land features and climate of the UK and Ecuador.</li> <li>• To compare the capital cities of the UK and Ecuador.</li> <li>• To find out where different animals live in the world.</li> <li>• To identify physical and human features in aerial photos.</li> <li>• To create a map with a key.</li> </ul>	<p style="text-align: center;">Spring 1: Castles (History/Geog)</p> <ul style="list-style-type: none"> <li>• Find out who built the first castles in the UK. Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.</li> <li>• Explore the features of Norman castles.</li> <li>• Explore the structure of medieval castles. <i>Research both styles of castle and compare how they were the same/different.</i></li> <li>• Finding out who lived in medieval castles. (Power, hierarchy, significant individuals, peasants).</li> <li>• To find out about how the Tower of London's use has changed over time. <i>Normans started building the Tower of London? Explain how the Tower of London has changed over time? Explain what the Tower was used for</i></li> </ul>	<p style="text-align: center;">Summer 1: Oceans and Seas incl. Grace Darling (Geog)</p> <ul style="list-style-type: none"> <li>• To sequence the story of Grace Darling.</li> <li>• To explore the legacy of Grace Darling.</li> <li>• Name and locate the major seas surrounding the UK.</li> <li>• Name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean.</li> <li>• Understand what causes waves in the sea and what effect waves have on beaches and coastlines.</li> </ul>

	<p style="text-align: center;"><b>Autumn 2:</b> <b>Gunpowder Plot &amp; Guy Fawkes</b> <b>(History)</b></p> <ul style="list-style-type: none"> <li>• Explain what Bonfire night is and relate to own experience</li> <li>• Use the past tense when talking about historical events</li> <li>• Find out about King James 1 and Elizabeth 1 and how they were involved</li> <li>• Explain who Guy Fawkes was and why he created the Gunpowder plot</li> <li>• Explain why Guy Fawkes is famous and why the Gunpowder plot is still remembered today.</li> </ul> <p style="text-align: center;">Events beyond living memory: Remembrance</p>	<p style="text-align: center;"><b>Spring 2:</b> <b>Let's go on Safari!</b> <b>(Geog)</b></p> <ul style="list-style-type: none"> <li>• Locate Africa on a world map and identify the country of Kenya.</li> <li>• Explore the climate and weather of Kenya.</li> <li>• Explore the animals of Kenya.</li> <li>• Use compass points to navigate around a map.</li> <li>• Explore the landscapes of Kenya.</li> <li>• To find out about the people and culture of Kenya.</li> <li>• Identify similarities and differences between Kenya and the UK.</li> </ul>	<p style="text-align: center;"><b>Summer 2:</b> <b>Seaside holidays in the past</b> <b>(History)</b></p> <ul style="list-style-type: none"> <li>• Identify features of a seaside holiday.</li> <li>• Use photographs to find clues as to what seaside holidays were like in the past.</li> <li>• Find out when and how seaside holidays became popular.</li> <li>• Find out what seaside holidays were like 100 years ago.</li> <li>• Order seaside holidays in chronological order.</li> <li>• Identify similarities and differences between seaside holidays now and in the past.</li> </ul>
<p style="text-align: center;">Class 3 Year 3 &amp; 4</p> <p style="text-align: center;"><b>Chronology</b> <b>Continuity and change</b> <b>Significance</b></p>	<p style="text-align: center;"><b>Autumn 1:</b> <b>Volcanoes and Earthquakes</b> <b>(Geog)</b></p> <ul style="list-style-type: none"> <li>• Describe what you find underground.</li> <li>• Explain how volcanoes are formed</li> <li>• Explain how volcanoes affect people's lives</li> <li>• Explain what causes earthquakes and how they are measured</li> <li>• Explain what causes tsunamis and how they affect people.</li> </ul>	<p style="text-align: center;"><b>Spring 1:</b> <b>Ancient Egypt</b> <b>(History)</b></p> <ul style="list-style-type: none"> <li>• Locate ancient Egypt in time and place.</li> <li>• Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.</li> <li>• Find out about Tutankhamun and how artefacts can teach us about the past.</li> </ul>	<p style="text-align: center;"><b>Summer 1:</b> <b>Local History Study: Weaving in Hadleigh</b> <b>(History)</b></p> <ul style="list-style-type: none"> <li>• Investigate the history of the locality Build on previous knowledge about the school. Study the village sign and its history.</li> <li>• Extend research to links with neighbouring town.</li> <li>• Find out about the process of weaving and the impact on the local area.</li> </ul>

<p><b>Location Knowledge</b>  <b>Mapping skills</b>  <b>Change and Impact</b></p>		<ul style="list-style-type: none"> <li>• Understand the importance of artefacts in helping us find out about the past.</li> <li>• Find out about the way of life in ancient Egypt.</li> <li>• What we can learn from the evidence the ancient Egyptians left behind.</li> </ul>	<ul style="list-style-type: none"> <li>• How has the process of weaving and the impact on the local area changed over time?</li> <li>• Evaluate sources of information used - how reliable are they?</li> </ul>
	<p><b>Autumn 2:</b>  <b>Changes in Britain from the Stone Age to the Iron Age (History)</b></p> <ul style="list-style-type: none"> <li>• <b>What does prehistory mean?</b>  Understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history.</li> <li>• <b>How did hunter-gatherers survive in the Stone Age?</b></li> <li>• <b>What kind of sources tell us about the Stone Age?</b>  Examine non-written sources of evidence about the Stone Age  Make deductions from primary sources</li> <li>• <b>Research the history of Skara Brae - how did this change things in Britain?</b></li> <li>• <b>How did bronze replace stone in the Bronze Age?</b>  <b>What was life like in an Iron Age hill fort?</b>  Investigate how British society changed in the Iron Age.</li> </ul>	<p><b>Spring 2:</b>  <b>Where does our food come from? (Geog)</b></p> <ul style="list-style-type: none"> <li>• <b>Understand that the food we eat comes from many different places around the world.</b></li> <li>• <b>Know how land in temperate climate zones is used to produce food.</b></li> <li>• <b>Know how land in tropical climate zones is used to produce food.</b></li> <li>• <b>Describe the way in which land in tropical biomes is being changed to enable more food to be produced.</b></li> <li>• <b>Explore how food is produced in mediterranean climate zones.</b></li> <li>• <b>Explain how land is used to produce food in the United Kingdom.</b></li> </ul>	<p><b>Summer 2:</b>  <b>Investigating our local area (Geog)</b></p> <ul style="list-style-type: none"> <li>• <b>Locate the local area on a map and to give directions.</b></li> <li>• <b>Learn</b> about physical and human features of our local area.</li> <li>• <b>Identify different types of services in the local area.</b></li> <li>• <b>Collect</b> and record evidence.</li> <li>• <b>Evaluate</b> what the local area is like</li> </ul>

<p style="text-align: center;">Class 4 Year 5 &amp; 6</p> <p style="text-align: center;">Chronology Continuity and change Significance</p> <p style="text-align: center;">Location Knowledge Mapping skills Change and Impact</p>	<p style="text-align: center;">Autumn 1: Our changing world (Geog)</p> <ul style="list-style-type: none"> <li>• Explain how water and weather can change the landscape (in terms of erosion and weathering)</li> <li>• Understand how coastal features are formed and identify coastal features of the UK.</li> <li>• Explain how the make-up of the United Kingdom has changed over time and how the international borders of Europe have changed over time.</li> <li>• Explain how and why landscapes change over time.</li> <li>• Predict how physical factors might change the landscape in the future.</li> </ul>	<p style="text-align: center;">Spring 1: Early Islamic civilisation Baghdad/ Persia AD 900 (impact on British culture) (History)</p> <ul style="list-style-type: none"> <li>• Develop a chronology of and find out about, Baghdad's role in the early Islamic Civilisation.</li> <li>• Find out about the House of Wisdom and how it became a centre for learning.</li> <li>• Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.</li> <li>• Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</li> <li>• Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade. Be able to describe the methods used by early Islamic chemists when making perfume.</li> <li>• Demonstrate a full understanding of how the early Islamic civilisation shaped world history.</li> </ul>	<p style="text-align: center;">Summer 1: Water World (Geog)</p> <ul style="list-style-type: none"> <li>• Explore water on our planet.</li> <li>• Understand and explain the water cycle (understand the importance of the water cycle for our planet)</li> <li>• Explore why we need water and how we use it.</li> <li>• Compare the difference in water availability and usage in the UK and Kenya</li> <li>• Explore how water can be used for power to contribute to a sustainable future.</li> <li>• Investigate and explore a local body of water.</li> </ul>
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<p align="center"><b>Class 2 Year 1 &amp; 2</b></p> <p align="center">Chronology Continuity and change Significance</p> <p align="center">Location Knowledge Mapping skills Change and Impact</p>	<p align="center">Autumn 1: Great Fire of London, significant person Samuel Pepys (History)</p> <ul style="list-style-type: none"> <li>• When, where and why did the Great Fire of London break out?</li> <li>• What happened during the Great Fire and how do we know?</li> <li>• Why did the Great Fire burn down so many houses? Investigate the timeline of events. Could more have been done to slow the spread?</li> <li>• How was London rebuilt after the fire?</li> <li>• Discuss why some sources are more useful than others during historical enquiry.</li> </ul>	<p align="center">Spring 1: Hot and Cold planet (Geog)</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Learn about and identify the 5 climate zones.</li> <li>• Know the characteristics of polar and arid climates and how they affect living conditions. (eg people, animals. Plants)</li> <li>• To know the characteristics of Mediterranean and tropical climates and how they affect living conditions. (eg people, animals. Plants)</li> </ul>	<p align="center">Summer 1: Local area study (Geog)</p> <ul style="list-style-type: none"> <li>• To be able to locate the local area on a map and to give directions.</li> <li>• To learn about physical and human features of our local area.</li> <li>• To identify different types of services in the local area.</li> <li>• To be able to evaluate what the local area is like.</li> </ul>
	<p align="center">Autumn 2: London (Geog)</p> <ul style="list-style-type: none"> <li>• To be able to locate London on a map and describe its location.</li> <li>• To be able to identify and describe landmarks of London.</li> </ul>	<p align="center">Spring 2: History of Transport (History)</p> <ul style="list-style-type: none"> <li>• How has transport changed over time?</li> <li>• Early travel</li> <li>• How have cars changed over time?</li> </ul>	<p align="center">Summer 2: Buildings and memories of Hintlesham, including the school. (History)</p> <ul style="list-style-type: none"> <li>• When was the school first built? How do we know what it</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to use compass points and directional language to navigate between London landmark</li> <li>To be able to identify and describe a variety of geographical features in London.</li> <li>To explore seasonal weather patterns in London.</li> <li>To be able to plan a trip to London.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about George Stephenson and how trains changed people's lives.</li> <li>How have humans tried to fly?</li> <li>Find out about the Wright Brothers.</li> <li>Compare past and present travel and transport.</li> </ul>	<p>was like when it was first built?</p> <ul style="list-style-type: none"> <li>How has the school changed between then and now? When, why, and how is it different?</li> <li>Show key events on a timeline.</li> <li>Why is the building important locally?</li> </ul>
<p>Class 3 Year 3 &amp; 4</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: The Roman Empire and its impact on Britain (History)</p> <ul style="list-style-type: none"> <li>Understand the terms 'invade' and 'settle' and to place the Romans on a timeline.</li> <li>Find out why and how the Romans successfully invaded Britain.</li> <li>Find out about life in Roman Britain.</li> <li>Investigate why Boudicca was significant and explore different viewpoints about her and her revolt.</li> <li>Identify aspects of our lives that are affected by the Roman rule in Britain. What legacy did they leave?</li> </ul>	<p>Spring 1: Rivers and The Water Cycle (Geog)</p> <ul style="list-style-type: none"> <li>Explain the key aspects of the water cycle.</li> <li>List the main features of a river and begin to use appropriate geographical vocabulary</li> <li>Know that a river has 3 distinct sections - upper, middle and lower course.</li> <li>Identify different features along the course of a river.</li> <li>Research a local river using maps, photos and the internet</li> </ul>	<p>Summer 1: Exploring a European country (Geog)</p> <ul style="list-style-type: none"> <li>Compare and contrast ... and the United Kingdom.</li> <li>Know where Spain is in the world</li> <li>Know about the physical geography of ....</li> <li>Know about the human geography of ....</li> <li>Find out about and compare the climates of....and UK</li> </ul>
	<p>Autumn 2: All around the World (Geog)</p> <ul style="list-style-type: none"> <li>Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</li> </ul>	<p>Spring 2: British Clothing through the ages (History)</p> <ul style="list-style-type: none"> <li>Clothing development from 1066 to present day.</li> <li>Learn how changes in the textile industry affected Britain over time.</li> </ul>	<p>Summer 2: Mayans (History)</p> <ul style="list-style-type: none"> <li>Investigate how and when Europeans encountered the Mayan civilisation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify lines of latitude and longitude and use them to find places on maps, atlases and globes.</li> <li>• Compare the climate of the tropics with the UK climate</li> <li>• Explain the position and significance of the Prime Meridian.</li> <li>• Explain the position and significance of time zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how clothing has differed for rich/poor male/female.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how we know about the Mayan civilisation and their way of life.</li> <li>• Explore how Mayan society was organised and how this compares to modern society.</li> <li>• Find out about what the Maya believed in, including their religious rites and rituals.</li> <li>• Exploring the achievements of the Maya including their number systems and calendar.</li> <li>• Investigate the reasons behind the decline of the Mayan civilisation.</li> </ul>
<p>Class 4 Year 5 &amp; 6</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: Marvellous Maps! (Geog)</p> <ul style="list-style-type: none"> <li>• Find information in an atlas using the index and simple co-ordinates.</li> <li>• Use a key to describe features on an Ordnance Survey map</li> <li>• Use the eight compass points to describe routes on a map</li> <li>• Use four or six-figure grid references to locate places on a map.</li> <li>• Plan a journey using the eight compass points and four or six-figure grid references.</li> <li>• Describe how land use has changed over time.</li> </ul>	<p>Spring 1: Viking and Anglo-Saxon struggle for the Kingdom of England (History)</p> <ul style="list-style-type: none"> <li>• Who were the Anglo-Saxon invaders? (What was life like in Britain when they invaded? Place on a timeline)</li> <li>• Why did the Anglo-Saxons want to settle in Britain?</li> <li>• What might life have been like for different people living in an Anglo-Saxon village?</li> <li>• How was Anglo-Saxon Britain ruled?</li> <li>• Who was Alfred the Great?</li> <li>• Sutton Hoo &amp; West Stow - Significance of Local History</li> </ul>	<p>Summer 1: Mountains (Geog)</p> <ul style="list-style-type: none"> <li>• Discover what mountains are and where the major mountain ranges are in the world.</li> <li>• Learn the names of famous mountains and find key facts about each one. Investigate why mountains have their own climate and explore data for particular mountains.</li> <li>• Investigate what makes mountains popular tourist destinations and compare these destinations between seasons.</li> <li>• Evaluate the positive and negative impacts tourism has on mountain environments.</li> </ul>

	<p style="text-align: center;"><b>Autumn 2: Victorian Childhood (History)</b></p> <ul style="list-style-type: none"> <li>• Identify the Victorian era on a timeline and generate questions/make inferences about what life might have been like for Victorian children - using portraits and pictures.</li> <li>• Find out what life was like for poor children in Victorian Britain.</li> <li>• Compare modern and Victorian schooling.</li> <li>• Investigate sources of information - how can we find out about the past?</li> <li>• What changed for children during Queen Victoria's reign? What impact have those changes had on life in Britain for children?</li> </ul>	<p style="text-align: center;"><b>Spring 2: South America (Geog)</b></p> <ul style="list-style-type: none"> <li>• Find out about the location and countries of South America.</li> <li>• Find out about the climate in South America.</li> <li>• Research the major mountain ranges of South America.</li> <li>• Investigate the human geography of South America</li> <li>• Research trade and industry in South America.</li> <li>• Carry out an in-depth study of a South American country.</li> <li>• Compare an area of South America with the UK.</li> </ul>	<p style="text-align: center;"><b>Summer 2: Ancient Greece (History)</b></p> <ul style="list-style-type: none"> <li>• Create timeline showing the following key periods which will feature in the topic 1. Trojan Wars 2. Start of Olympics 3. Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon</li> <li>• What can we work out about everyday life in Ancient Athens from the evidence that remains?</li> <li>• In what ways have the Ancient Greeks influenced our lives today?</li> </ul>
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