



The Valley Primary School
Whole School Humanities Curriculum 2022-2023.

	Autumn	Spring	Summer
History	<u>My Family History Autumn 1</u>	<u>The Greatest Explorers Spring 1</u>	<u>Great Interventions: Transport Summer 2</u>
Class One	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented. <p>EYFS Objectives – UTW – Past and Present</p> <ul style="list-style-type: none"> *Name and describe people who are familiar to them *Talk about members of their immediate family and community *Comment on images of familiar situations in the past. *To begin to talk about how things change. <p>C&L – Speaking</p> <ul style="list-style-type: none"> *Describe events in some detail *Use talk to help organise thinking and activities. <p>C&L – Listening, Attention and Understanding</p> <ul style="list-style-type: none"> *Begins to ask questions to find out more <p>Expressive A&D</p> <ul style="list-style-type: none"> *Make imaginative and complex 'small worlds' with blocks and construction kits *Develop storylines in their pretend play. 	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time. <p>EYFS Objectives – UTW – Past and Present</p> <ul style="list-style-type: none"> *To talk about the roles of people in their community and from the past. *Compare and contrast characters from stories, including figures from the past. *To begin to talk about objects from the past <p>Expressive A&D – Being Imaginative and Expressive</p> <ul style="list-style-type: none"> *Show a range of different emotions in their drawings and paintings. *Begin to create or change a familiar narrative. <p>Expressive A&D – Creating with Materials.</p> <ul style="list-style-type: none"> *To talk to others in depth about what they have created and how they have achieved this. <p>UTW – People, Cultures and Communities</p> <ul style="list-style-type: none"> *Recognise some similarities and 	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different periods. <p>EYFS Objectives: UTW – Past and Present</p> <ul style="list-style-type: none"> *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>differences between life in this country and life in other countries.</p> <p>C&L Speaking</p> <p>*To explain how things, work and why they might happen (real events)</p> <p>*Begin to use correct tenses and plurals</p> <p>PSE – Building Relationships</p> <p>Develop their sense of responsibility and membership of a community, such as the importance of environmental issues, working with others, the work of charities and organisations.</p>	
<p>Class Two</p>	<p><u>The Stone Age Autumn 2</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. 	<p><u>The Bronze Age and the Iron Age Spring 2</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. 	<p><u>Local History Summer 2</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources.

<p>Class Three</p>	<p><u>The Anglo-Saxons Autumn 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance 	<p><u>The Vikings Spring 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time. 	<p><u>Journeys Summer 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time
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Geography	Autumn	Spring	Summer
Class One	<p><u>People and their Communities Autumn 2</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary. 	<p><u>Our Local Area Spring 2</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/ rarely • learn about maps, map-making and symbols. 	<p><u>Animals and their Habitats Summer 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills.
Class Two	<p><u>Climate and Weather Autumn 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations. 	<p><u>Our World Spring 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world. 	<p><u>Coasts Summer 1</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.

Class Three

Changes in our Local Environment

Autumn 2

In this unit, the children will:

- name and locate counties and cities of the UK, geographical regions and their characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the UK
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Europe: A Study of the Alpine Region

Spring 2

In this unit, the children will:

- use maps to focus on countries, cities and regions in Europe
- be taught to understand a region of another European country
- be taught to understand some of the physical and human processes that shape a region
- extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.

Journeys: Trade Summer 2

In this unit, the children will:

- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.