



**The Valley Primary School  
Class 2 Humanities Curriculum 2023-2024.**

## Autumn Term 1 (Geography)

### The Americas

#### Learning Objectives:

- \* To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.
- \* To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.
- \* To research some countries and cities in North and South America, and identify similarities and differences.
- \* To be able to name, locate and describe some of the main environmental regions of North and South America
- \* To research the historic Route 66 and some of the cities it went/goes through.
- \* To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation.

**Key Vocabulary** - City, state, country, continent, North America, South America, northern hemisphere, compass points (8), South America, region, Brazil and other South American countries, southern hemisphere, Types of buildings (e.g. skyscrapers, public buildings, religious buildings), route ways, city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains), Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes), itinerary.

## Autumn Term 2 (History)

### Crime and Punishment

#### Learning Objectives:

- \*To understand how and why laws and punishment change over time.
- \*To explain how attitudes towards crime have changed over time.
- \*To understand how and why the police force has changed over time.
- \*To understand that views on what is a punishment have changed over time.
- \* To understand how and why attitudes towards the suffragettes have changed over time.
- \*To share our knowledge about the changes in Crime and Punishment.

**Key Vocabulary** - Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.

## Spring Term 1 (Geography)

### Earthquakes and Volcanoes

#### Learning Objectives:

- \* To have an understanding of the causes, outcomes and location of earthquakes.
- \* To have some understanding of the causes, outcomes and locations of volcanoes.
- \* To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today.
- \* To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones.
- \* To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues.

**Key Vocabulary** - Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, Java and Sumatra (both Indonesia), Philippines, Mid-Atlantic Ridge, Iceland, Active, dormant, extinct, Popocatépetl, Iztaccíhuatl, Mexico, 'Ring of Fire', Hazard, risk, danger, tsunami, Cotopaxi, Ecuador, advantages, disadvantages, social, environmental, economic, Tigua, Quechuan, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy.

## Spring Term 2 (History)

### Roman Britain

#### Learning Objectives:

- \*To understand the reasons why the Romans wanted to invade and settle in Britain.
- \* To understand why the Romans were able to defeat the Celts.
- \* To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall.
- \* To be able to reach a valid conclusion on whether Roman roads were a positive development.
- \* To use evidence to decide which of the Roman developments has the greatest significance today.
- \* To use evidence to re-enact experiences in the Roman army.

**Key Vocabulary** - Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.

**Summer Term 1**  
**(Geography)**

**Rivers and the Water Cycle.**

**Learning Objectives:**

- \* To introduce the land part of the water cycle using geographical vocabulary.
- \* To introduce the sky (atmosphere) and its role in the water cycle.
- \* To learn about a major UK river – the River Thames – and to follow a river from source to mouth.
- \* To explore the ways in which people use and change some of the world's major rivers.
- \* To introduce the land part of the water cycle using geographical vocabulary.
- \* To model a river or stream, and to see how changes in water flow affect the river or stream.

**Key Vocabulary** - River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, Evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, evaporation, water vapour, droplets, (dark) clouds, rain, land, precipitation – rain, snow and hail, hydrological cycle, source, mouth, estuary, valley, (Thames) basin, urban, rural, village, town, city, capital city, gradient, cities, crossing points/bridges, ports/docks, industries, trade links and could include Three Gorges Dam, hydro-electric power, dam, reservoir, flood control, irrigation, water extraction, sacred river, Glacier, scree; named mountain ranges/chains, including Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Tianshan, Snowdonia, Drakensburg, Antarctic Mountains, OS (Ordnance Survey) map, grid reference, key, upstream, downstream, erode/erosion, transport/transportation, deposit/deposition, percolate/percolation, infiltrate/infiltration, rain/precipitation.

**Summer Term 2**  
**(History)**

**The Ancient Egyptians**

**Learning Objectives:**

- \* To identify reasons why the Ancient Egyptians are considered a successful civilisation.
- \* To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.
- \* To understand how different groups of people contributed to Ancient Egyptian achievements.
- \* To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.
- \* To understand Ancient Egyptians beliefs about creation and the afterlife (x2 weeks).

**Key Vocabulary** - Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.