

Humanities Curriculum

2025-26



Subject Intent

Geography

Our Geography curriculum has been thoughtfully developed to ensure a well thought out approach based on a knowledge and skills curriculum as well as developing subject specific vocabulary. Our key questions have been coherently planned to facilitate cross curricular links with a range of other subjects to help add context to learning. Our school is located near some rural areas and close to Birmingham which enables pupils to have opportunities to visit or learn about geographical places of interest, mostly around the local area, the United Kingdom and Europe. Our Geography curriculum understands that our pupils need to experience the wider world and develops their fascination about the wider world, its people, settlements, climate and places.

Our Geography curriculum teaches our children to appreciate the relationship of human and physical geography; how humans affect the environment and how the environment impacts them. Children will master technical skills such as map reading (including scaling, orientation and direction) and be able to relate abstract representations to real life features. They will undertake regular field work to apply their skills and be able to compare different areas of the world with their own locality.

Geography in the Early Years

Geography learning follows the interest of the children as part of 'Understanding the World'. Pupils learn about the seasons and different types of weather as part of their daily routine. Throughout the year children may wish to learn about volcanoes, or a specific country if they have been on holiday there. We facilitate this by finding the location on a globe or world map, sharing experiences of what it was like to be there, looking at photos of families and homes to compare and contrast it to the children's own lives. Children's learning often follows current affairs seen on the news from around the world such as, fires, floods and the impact of humanity on the world. They also learn about physical geography in their own locality and walk to St Helen's Wood to gain knowledge of the immediate area around Greswold School, analysing how land is used.

History

Our history curriculum has been thoughtfully developed to be ambitious and empowering. Through the careful planning of engaging topics, children create long lasting memories of their learning. Our key questions have been coherently planned to stimulate pupils' curiosity in the world around them and promotes a respect for beliefs, behaviour and characteristics of people and events from the past whilst encouraging critical and creative thinking.

We provide children with opportunities to explore local historical areas of interest, for example Warwick Castle, RAF Cosford and Blists Hill. Our History curriculum understands the importance of the Historical world and the people who have left a legacy on the way that we live today (eg. Roman names and buildings, Iron Age settlements and Ancient Greek democracy.)

Pupils draw upon prior knowledge and identify key links with historical time periods, events and significant individuals studied in previous years. Five Historical skills are also developed upon: Chronological awareness, knowledge and understanding, historical enquiry, Historical interpretation and communicating and presenting.

Knowledge of specific time periods are further developed through our wider curriculum. Our topics have been coherently planned to develop a range of cross curricular links between History and wider foundation subjects. Our writing curriculum also has links with the History long-term planning so that pupils can use and apply their historical knowledge, understanding and skills across a range of

genres. Deliberately planned writing activities provide excellent opportunities for pupils to be creative and as a result, we intend for pupils to make long lasting memory links to progress on to the next stage of their education and future life experiences.

History in the Early Years

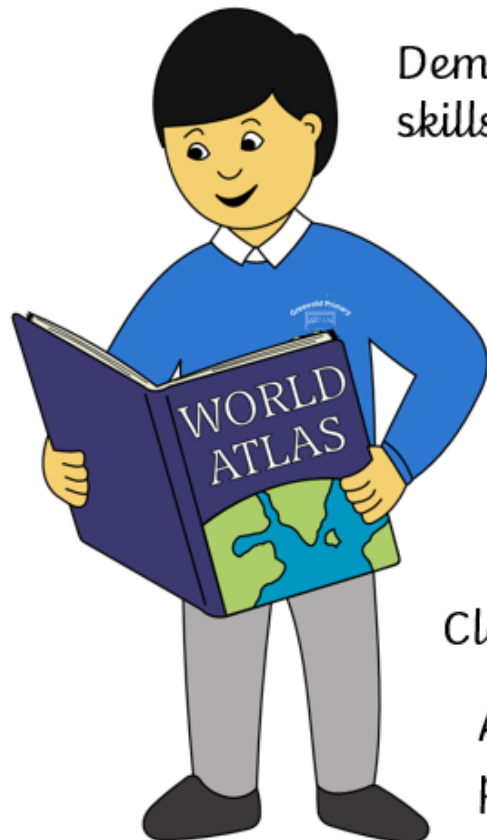
Children begin to learn about their immediate history and those of their families. They celebrate significant events such as birthdays and other personal milestones through their celebration assembly. Children follow the chronology of events in the British calendar such as Bonfire Night and Remembrance Sunday as well as a diverse number of other significant cultural events such as Diwali, Eid and Passover. Using the online learning journal (Tapestry), parents are encouraged to share their own celebratory times so children can develop a sense of personal history. Children develop the knowledge and understanding of change over time through photographs of the immediate locality and through stories.

The Greswold Geographer

The Greswold...

Geographer

Develop a view of the world to appreciate how it has changed and is still changing.



Demonstrate geographical knowledge, understanding and skills in a range of ways.

The ability to build relevant links across the curriculum, in particular, history.

Be inquisitive about the world, and the desire to travel to discover more about the countries and cultures of the world.

Clear understanding and appreciation of our locality.

A proactivity to make a change in the world, in particular, awareness of sustainability issues.

The Greswold Historian

Be open to different interpretations and present findings in different ways.

Lead own learning by being curious and inquisitive.

A desire to learn about history in the locality and make links with geography.

A love of learning about history and wanting to know more about the past, as the past changes the future.



The Greswold...
Historian

Subject Long Term Plan

	History and Geography (Educational visit opportunity)				
	Autumn		Spring		Summer
EYFS	- Past and present - People, culture and communities - The Natural world				
Y1	Who had the greatest impact on space exploration? (Moon and Space)	How and why do we celebrate Bonfire night? (The Gunpowder Plot Guy Fawkes)	Who has ruled Britain and how did they live? (Castles and British Monarchy) features of a castle/aerial view of a castle Educational visit: Warwick Castle		How has transport changed over time? (Ibn Batutta, George Stephenson, The Wright Brothers, Amy Johnson)
	Where do I live and what is it like?		Where would you prefer to live and why? Science link- weather		How have seaside holidays changed over time? (Pirates and seaside) Focus: Grace Darling
Y2	Was The Great fire of London a good thing in the end?	How do we know about our Polar regions?	Polar regions continued		Who is the greatest history maker?
	What's the difference between UK, Great Britain and Britain? Is it the place for you? (London)	How is life so very different in the Polar Regions? Are we damaging our planet?	Polar regions continued Science link- environment	How is Africa different to the UK? What is it like living near the equator?	What do maps tell us about our local environment? How can maps teach us about our world? Science link- mini beasts
Y3	Where is the most extreme place to live on Earth? Why don't natural disasters affect us in Solihull? Science link- rocks		How much did the Ancient Egyptians achieve? (Ancient Egypt) Focus: King Tutankhamun		Was the Roman invasion good or bad for Britain? (Roman Empire) Focus: Boudica and Julius Caesar
			Why is the Nile important to Egypt? (Ancient Egypt) Egyptian workshop/day		Where did the Romans settle? Where can we see evidence of the Romans nationally and locally? Roman workshop/day
Y4	Where should we explore? How have humans changed the landscape? (Europe and North America)		What did the Greeks do for us? (Ancient Greeks) Geography links		Who were the Tudors and how did they change Britain? (Local history with Tudor links (Selly Manor)) Geography links
				Educational visit Standon Bowers	
Y5	Why are the Ancient Maya considered an advanced civilisation?		How did Victorian Britain help change the world? (Victorians)		How did the struggle between the Vikings and Anglo Saxons shape British history?

	(The Ancient Maya) Geography links		Educational visit: Blists Hill		(Vikings and Anglo Saxons)	
			How did the Industrial Revolution change our local area?		Where did The Vikings and Anglo Saxons invade? (Vikings and Anglo Saxons) Anglo Saxon Day/workshop	
Y6	What is life like in the rainforest?	Why are poppies such a significant symbol of WW1? (WW1)	Which of the eras was most impressive? What was new about each era? (Stone Age -> Iron Age) Geography links	What have we learnt culturally and morally about segregation of communities? (Black History) Windrush	How were people's lives affected by WW2? Geography links	
	How is life in the Amazon so different to ours?		Stone age workshop/day			
	What can we learn from the environmental problems affecting The Amazon? Science link- classification	Where were the battles of WW1? (WW1)	Science link- evolution	Why do people want to move to Britain? (Black History) The triangular trade		Educational visit

Subject Outcomes – Geography

	Autumn	Spring	Summer
EYFS	- I am beginning to understand the effect my behaviour can have on the environment. - I know about similarities and differences between myself and others, and among families, communities, cultures and traditions.		
Y1	- I can use a map effectively and recognise a range of map symbols and understand their use. - I can recognise landmarks and basic human and physical features. - I can use basic geographical vocabulary to refer to key physical and human features.	- I can describe the weather in the UK. - I can explain the difference between weather and climate. - I can name and locate the world's seven continents. - I can name and locate the four countries and capital cities of the United Kingdom. - I can compare the climate in the UK to that in other countries at different latitudes. - I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	- I can name some features of the UK coast. - To identify and examine the different types of coast. - I can compare Suburb/ city environments to a coastal environment.
Y2	- I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. - I can name and locate the main physical landscape features in the UK on a map. - I can name and locate some of the main rivers in the UK on a map.	- I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area), and of a small area in a contrasting non-European country.	- I can use simple compass directions (North, South, East and West) and locational and directional language. - I can collect data on a field trip. - I can devise a simple map and use and construct basic symbols in a key
Y3	- I can describe and understand key aspects of physical geography, including: natural disasters, climate zones and rivers. - I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. - To examine how natural disasters affects humans and the environment.	- To identify how humans, use the resources of rivers and coasts. - I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. - To know the water cycle and its features. - To explain how humans influence and are influenced by the water cycle.	- To understand how and why land has changed over time. - To name and locate towns and cities in the UK and consider why they were chosen as settlement sites. - I can recognise landmarks and basic human and physical features.
Y4	- I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece). - To describe the biomes and main climates of Europe - To describe the physical characteristics found in Europe - To recall key knowledge about Europe and compare it to another continent - To describe the human characteristics found in Europe. Which physical features of Europe attract tourists and how is tourism a significant part of some economies? - I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).	- I can use a map effectively and recognise a range of map symbols and understand their use. - I can use simple compass directions (North, South, East and West) and locational and directional language. - I can collect data on a field trip. - I can present and interpret data.	

Y5	- I can explain who the Ancient Maya were, where and when they lived. - I can identify key features of a Mayan City. - I understand key aspects of Mexican culture and how this has changed since the Mayan era. - I can identify the landscape and topography of Central America. - I can identify how Mexico City is different to Solihull.	- To identify which countries were part of the British Empire and why it expanded. - To identify what Solihull was like at the start of the Victorian era. - To identify how and why did Solihull change during the Victorian era.	- To understand who the Anglo-Saxons were and where they came from. - To understand why they came to Britain and moved away from where they were born.
Y6	- I can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest Amazon focus - I can identify an important environmental issue. - I can locate most countries in South America using an atlas. - I can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. - I am able to identify physical and human features of the Amazon and describe the impact of human influence. - To investigate how life in the Amazon is changing and explore whether it can be protected. - The child can use digital maps to investigate features of an area. - I can explain some ways biomes are valuable, why they are under threat and how they can be protected. - I can collect data on a field trip. - I can present and interpret data.		

Subject Outcomes – History

	Autumn	Spring	Summer
EYFS	- Begin to make sense of their own life-story and family's history. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Talk about the lives of 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.		
Y1	- I can sequence and orally retell the main episodes of a famous past event. - I can use sources to help me find out about the past; asking questions and finding the answers. - I can understand why people might have different opinions about the past and why versions of events might be different depending on the sources we use. - I can explain the consequence of somebody's choice and explain why someone may have made that choice.	- I can sequence and orally retell the main episodes of a famous past event. - I can describe how feature of life today differ from those in the past e.g. how people live in medieval times/ castles. - I can spot clues in artefacts deduce function and use and can talk about these or describe use through role play. - I can consult and use information from two simple sources to find information, e.g How can we tell this is old?	- I can confidently identify old and new items and match/ identify pictures of old and new. - I can use sources to help me find out about the past; asking questions and finding the answers. - I can begin to understand that different sources may show different historical interpretations (e.g. video more accurate than painting)
Y2	- Realise that we use dates to describe events in time, e.g 1066 for the great fire of London. - Can give clear explanation of an important event, offering two or three reasons why an event took place. - Give two main effects/consequences of an event	Geography focus	Geography focus
Y3	Geography focus	- I can sequence pictures and dates and create a simple timeline including dates, and key events. - I can begin to understand the terms BCE/CE - I can Find out about everyday lives of people in time studied, make comparisons with our life today. - I can use and understand appropriate historical vocabulary to communicate information. - I can present, communicate and organise ideas about the past in different genres and styles.	- I can use a range of sources to find out about the past. - I can regularly address and sometimes devise own questions to find out answers about the past. - I can look at more than two versions of the same event or story in history and identify differences. - I can begin to undertake my own research about historical events and present, communicate and organise ideas about the past in different genres and styles.
Y4	Geography focus	- I can understand how BCE/CE influences how long ago an event was - I can explain how people and events in the past have influenced life today;	- I can find out about the everyday lives of people in time studied compared with our life today; - I can identify key features, aspects and events of the time studied and explain how people and events in the past have influenced life today.

		I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.	- I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. - I can use a variety of sources to help me find out about the past; asking questions and finding the answers. - I can begin to understand that different sources may show different historical interpretations and begin to understand the terms primary and secondary source.
Y5	- I can make simple links to other eras that have been taught so far. - I can begin to understand the scale of time, e.g. ancient Greece at one end and modern day at the other. - I know key dates, characters and events of time studied. - I can compare and contrast ancient civilisations by finding out about beliefs, behaviour and characteristics of their people. - I can present, communicate and organise ideas about the past in different genres and styles, and begin to include some discussion and debate. - I recognise that not everyone shares the same views and feelings. - I can begin to recognise when they are using primary and secondary sources to investigate the past. - I regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.	- I can complete a timeline of an era in history e.g. the Victorian era. - I can use a wide range of different artefacts and sources to collect evidence about the past. - I can show a more confident understanding that different sources may show different historical interpretations and understand the terms primary and secondary source. - I can present, communicate and organise ideas about the past in different genres and styles, and include some discussion and debate. - I recognise that not everyone shares the same views and feelings.	- I can complete a timeline of an era in history e.g. the Victorian era. - I can use a wide range of different artefacts and sources to collect evidence about the past. - I can show a more confident understanding that different sources may show different historical interpretations and understand the terms primary and secondary source. - I can present, communicate and organise ideas about the past in different genres and styles, and include some discussion and debate. - I recognise that not everyone shares the same views and feelings. - I can explain the cause and effect of an event in more detail, using evidence to support my point.
Y6	- I can create own scales to show time between events and durations of events. - I can explain the cause and effect of an event in more detail, using evidence to support their point. - I can distinguish the behaviour and characteristics of people. - Use a wide range of different evidence to collect evidence about the past. - recognise when they are using primary and secondary sources of information to investigate the past. - I can select relevant information to address historically valid questions and construct detailed informed response.	- I can create own scales to show time between events and durations of events. - I can explain the cause and effect of an event in more detail, using evidence to support their point. - I can distinguish the behaviour and characteristics of people. - Use a wide range of different evidence to collect evidence about the past. - recognise when they are using primary and secondary sources of information to investigate the past. - I can select relevant information to address historically valid questions and construct detailed informed response.	- I can create own scales to show time between events and durations of events. - I can explain the cause and effect of an event in more detail, using evidence to support their point. - I can distinguish the behaviour and characteristics of people. - Use a wide range of different evidence to collect evidence about the past. - I can recognise when they are using primary and secondary sources of information to investigate the past. - I can select relevant information to address historically valid questions and construct detailed informed response.

Subject Progression – Geography

Locational knowledge

Place Knowledge

Human and Physical Geography

Geographical skills and fieldwork

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FKS	30-50 •To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. •To talk about some of the things they have observed, such as plants, animals, natural and found objects. •To talk about why things happen and how things work. •To develop an understanding of growth, decay and changes over time. •To show care and concern for living things and the environment.		40-60 •To look closely at similarities, differences, patterns and change.		ELG •To talk about past and present events in their own lives and in the lives of family members. •To know about similarities and differences between themselves and others, and among families, communities and traditions. •To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	
Year One	UK countries - Label a map of the UK using picture representations of each country. 7 continents of the world - Label a Velcro map - Learn a song describing the continents - Colour a map of the world by their continents and more able write their own key. Oceans - Learn a song to learn about the 5 oceans - Use interactive world map to locate the 5 oceans - Label then on a Velcro map and more able add them to their own world maps in their books. Hot and cold places - Using the story 'Lars the Polar Bear' - Locate hot and cold places on an interactive map. - Stick a picture of Lars in a hot and cold place on a map.		Cardinal directions - Learn the cardinal directions through songs and dance moves. - Draw a compass on the playground using chalk - Direct friends using cardinal directions. - Consolidate that work in position and direction maths module. Directions and map work: • Look at aerial photographs and create our own simple aerial map of the classroom, including a key. • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features or routes on a fairy tale map. • Explore different maps and their key features, including basic symbols and keys - Match the map symbols with their meaning. • Create our own simple fairy tale map using symbols and keys.	Weather and Seasons: • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - learn what the 4 seasons are - draw a picture of what a tree would look like in each season and mark the direction that the seasons change. Identify usual weathers for each seasons Complete a weather diary over a week. Discuss extreme weather through watching videos. Learn about long days in the summer and shorter days in the winter. - Experiment with moving a torch around a globe. - Science- Data analysis of long days and short days- analyse and answer questions about data.	Fieldwork • Use simple school building plans to navigate through the school. To go with our science topic of plants • Make a simple map and navigate our way to the woods • Notice the types of plants and trees, weather and seasonal changes.	

The Great Fire of London

- Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.

- Use maps of the United Kingdom.

- Identify some of the characteristics of modern London.

- Colour in and label a map of the U.K.

- Discuss characteristics of each capital city in U.K.

- Compare maps of London in 1666 to present day.

- Look at famous London landmarks and design a postcard.

Polar regions

- Use world maps and globes.

- Recap the locations of the world's seven continents and five oceans.

- Identify where polar regions are located and understand that the weather is cold here.

- Use the simple compass directions and directional language to describe where the poles are located and how to get there from the UK.

- Understand the similarities and differences between Solihull and countries within the Polar regions.

- Use suitable geographical language to refer to the physical geography and human settlements located in the Arctic and Antarctic.

- Label 7 continents and 5 oceans on a world map.

- Identify the following lines of latitude and label on a world map: Northern hemisphere, Southern hemisphere, North Pole, South Pole, Arctic Circle, Antarctic Circle, Equator, Tropic of Cancer, Tropic of Capricorn.

- Find the U.K. on a world map and use knowledge of N/S/E/W to describe where the Arctic and Antarctic are in comparison.

- Discuss how we could travel to the Arctic Circle, what the weather is like and what we would pack in a suitcase.

- Use an atlas to locate countries within the Arctic Circle.

- Look at pictures from the Arctic/ Antarctic and label the human and physical features using the correct geographical vocabulary.

- Learn about the Inuit way of life and make comparisons to daily life in Solihull.

- Research an animal that lives in the Arctic/ Antarctic and create a factfile/ poster. Discuss

Africa

- Use world maps and atlases to look at the countries in Africa.

- Identify the different climates found in countries in Africa, linking to the equator.

- Understand some of the similarities and differences between Solihull and a country in Africa in terms of human and physical geography.

- Use suitable geographical language to refer to the physical geography of an African country.

- Locate Africa on a world map and use maps/Atlases to name countries and cities in Africa.

- Discuss how we could travel to Kenya, what the weather is like and what we would pack in a suitcase.

- Use climate graphs to compare the temperature and rainfall in the U.K and Kenya.

- Look at the day in the life of a Kenyan child and make comparisons. Learn about the Maasai Mara tribe.

- Research an animal that lives in Kenya and create a factfile/ poster. Discuss how they are adapted to living in a hot environment.

Brandon Marsh

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features around Brandon Marsh.

- Devise a simple map and use and construct basic symbols in a key.

			how they are adapted to living in a cold environment.			
Year Three	Natural Disasters - To locate tectonic plates around Europe and the wider world and understand how they can contribute to natural disasters. - To understand the different types of volcanoes that exist and know the difference between them. - To identify features of Composite/Strato volcanoes. - To be able to explain the process of an erupting volcano. To look at the effects of volcanic eruptions through history.		Ancient Egypt - Use maps, atlases and globes to locate countries and identify select areas of Egypt for further exploration in History. - Explore and compare the physical and human characteristics of Egypt and UK. Including climate. - Study how the Egyptians used the River Nile to trade, build and survive in Ancient Egypt.		Romans - Use maps, atlases and globes to locate countries and identify select areas of Rome for further exploration in History. - Explore and compare the physical and human characteristics of Rome and UK. Including climate. - To understand how and why land has changed over time. - To name and locate towns and cities in the UK and consider why they were chosen as settlement sites. - I can recognise landmarks and basic human and physical features.	
Year Four	Europe - To locate countries around Europe using maps, atlases, and digital software. - To identify capital cities of European countries in an Atlas. - To research and investigate rivers and mountains within Europe. - To compare how European time-zones differ across their own continent and others. Comparing locations - To compare a UK location with a European location, identifying features of human and physical geography.		North America Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 (including day and night) Understand geographical similarities and differences through the study of human and physical geography of North America Describe and understand key aspects of types of settlement and land use Use maps and atlases to locate countries and describe features studied Standon Bowers - use fieldwork to observe, record and present the physical features in the local area		Cross Curricular link to History (Ancient Greece) - use maps, atlases, globes - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Identify modern day Greece in an Atlas. Look at the climate and physical geography. - Study maps of Ancient Greece and compare modern and ancient.	

Year Five	Mayans • use maps, atlases, globes to explain where and when the Mayas lived.		Geographical skills- Victorians • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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 ○ Look at Ordnance Survey maps and identify symbols. ○ Using maps of Solihull and Llandudno, work with compass directions (8 points) and 6 figure grid references. Follow directions and locate locations. ○ Looking at human geography in Llandudno and Solihull. Comparing buildings, populations and their histories (Historical link to Victorians)	Anglo Saxons • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Year Six	Rainforest locate the world's countries, using maps • Identify the position and significance of the Equator and use it to understand the climate in a Rainforest. • Compare two climates (Rainforest and UK) and discuss the similarities and differences in physical and human characteristics. • Experience the climate of a rainforest and some of its wildlife by visiting the Botanical Gardens. • Use maps, atlases and globes to locate rainforests around the world, looking closely at their proximity to the equator.		Stone Age (Curriculum links to History) • To identify how land usage changed over time. • To understand how climate change impacted on the physical landscape of the world and make links with climate change of today. • To explore the first early human settlements. • To identify how land usage changed over time. • To research how early farming impacted the world we live in and explore how farming has evolved over time. •	WW2 - Life in Britain (Curriculum links to History) • To compare aspects of human geography during WW2 by exploring city life in comparison to living in the countryside during this time. • To understand how events of WW2 have impacted the local geography of the modern world we live in. E.g. Coventry Cathedral.	WW2 - Wider World (Curriculum links to History and residential visit) • To identify how German occupation developed throughout Europe by studying maps. • To understand how growing German occupation led to key events in France. • To explore the beaches of Dunkirk to better understand the enormity of the evacuation there.

Subject Progression – History

Chronological understanding

Knowledge and understanding of events, people and changes in the past.

Historical enquiry

Historical interpretations

Presenting, organising and communicating

EYFS	30-50 •To show interest in the lives of people who are familiar to them. •To remember and talk about significant events in their own experiences. •To recognise and describe special times or events for family or friends. •To show interest in different occupations and ways of life. •To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. •To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. •To talk about some of the things they have observed, such as plants, animals, natural and found objects. •To talk about why things happen and how things work. •To develop an understanding of growth, decay and changes over time.	40-60 •To look closely at similarities, differences, patterns and change.	ELG •To talk about past and present events in their own lives and in the lives of family members. •To know about similarities and differences between themselves and others, and among families, communities and traditions. •To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.
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Who was involved in the Apollo 11 moon landing?

- To know of the events of the space race and the significance of animals in space.
 - Learn facts about the animals sent to space.
 - Discussion/debate about whether animals should be sent to space.
 - Look at a timeline of space travel and identify now, the first moon landing, and the different events in the space race.
- Know some of the details of the Apollo 11 moon landing and identify some of the ways in which we know it really happened.
 - Slow reveal to introduce topic- chn use this to guess what the topic is about.
 - Discussion of how we know the picture is from the past.
 - Learn facts about the Apollo 11 moon landing
 - Watch videos of moon landing
 - Prove it!- use photographs and newspaper articles to find evidence to prove that each statement is true
 - Children identify pieces of evidence to decide if man really went to the moon or not.
- Lives of significant individuals e.g. Neil Armstrong, Buzz Aldrin and Michael Collins, Margaret Hamilton and Katherine Johnson
 - Watch interview with Neil Armstrong
 - Learn facts about each individual.
 - Sequence events of Neil Armstrongs life using pictures or written facts.
 - Read stories about their lives.
 - Create own code.
 - Match up or write captions about each individual.

How and why do we celebrate Bonfire night?

- Learn about the events of the gunpowder plot and –
 - sequence the events using pictures
 - Draw a picture to represent an event in the gunpowder plot and explain what is happening in a sentence.
- Compare how people celebrated bonfire night in the past, and how we celebrate now by looking at different historical sources such as photographs, drawings and identifying which are from the past and which are modern, discussing how we know. Sort pictures into then and now

Who has ruled Britain?

- Identify the parts of a castle, and understand their purpose.
 - Look at photographs of real castles from the UK and around the world and label parts of the castle.
- Compare castle life and medieval jobs in a castle to life now and jobs now through role playing going for a job interview in medieval times or write a job application.
- Learn about the lives of famous British monarchs such as King Henry VIII, Queen Victoria, Queen Elizabeth I and Queen Elizabeth II and make comparisons between them.
 - Art- portrait of Elizabeth I
 - Music- learn a song detailing the lives of Henry VIII wives.
 - Draw a picture of each wife and record whether they were divorced, beheaded or died.
 - Write a fact file about Queen Victoria.
 - Music- Learn part of the National Anthem.
- Educational visit to a castle to identify key features of castles and to experience and learn about how people once lived.

How has transport Changed over time?

- How people travelled in the past, how they have changed and comparing them to now. Ordering modes of travel on a timeline.
- To learn about key explorers such as Ibn Batutta – labelling on map areas that he travelled (geography link)
- George Stephenson- English cross curricular- diary entry as if you were on a train for the first time in 1830.
- The wright brothers and flight- identify true and false statements and order true statements in order of importance to the brother's success
- Amy Johnson- Create a living graph and plot the events based on how Amy may have felt.
- Compare how we find out about modern explorers to explorers in the past- children name some ways we find out about events now and compare them to in the past. Children decide which ways of evidencing history are more reliable and discuss why.

How have seaside holidays changed over time?

- To learn about famous pirates throughout history.
 - You have been Marooned on a desert Island, Write a message in a bottle from one of the famous pirates we have learned about.
- To learn about the life of Grace Darling and her contribution and impact on National Life
 - Slow reveal activity to use skills of inference deduction to work out what she is famous for.
 - retell her story
 - Art- Build a lighthouse.
- Compare seaside holidays from then and now.
 - Charades- Children to look at different historical sources (photographs, videos) and act out the things they can see people doing.

Was the Great Fire of London a good think in the end?

- Know the historical context for the Great Fire of London and understand how life was different for people in 1666.

-As a class put key Historical periods in order on a timeline.

-Make bread in a bread machine as a class and then compare this process to how bread would have been made by hand in Tudor times. Practise kneading with salt dough.

-Sort pictures of London into past and present (including buildings/landmarks, methods of transport, and clothing/fashion)

-Draw a labelled picture of a Tudor London street to explain why the fire spread so quickly.

-Sort pictures of firefighting equipment into 'then' and 'now'

- Learn and sequence the key events of the fire.

-Sequence the events using pictures then write a recount of the events.

- Know about the role Samuel Pepys and King Charles played in the events of the fire.

- Sequence the events using pictures then write a recount of the events.

- Understand how a range of sources can help find out about the Great Fire.

-Look at pictures of objects/artefacts from the time (e.g. firehook, leather bucket etc...) and discuss what they could have been used for.

-Discuss usefulness of different sources (e.g. Samuel Pepys' diary, eye witness accounts, paintings etc...)

- Understand how the fire changed London.

-Look at how Christopher Wren redesigned London. Children create their own plan for how they would rebuild London.

-Children reflect on what they would save from a fire.

- Use appropriate language connected with this topic.

-E.g. past, present, Tudor, artefact, fire squirt, fire hook, fire break, fire pump

Polar regions (Geography unit)

- Know about the life of the explorer

Robert Falcon Scott and his attempts to reach the South Pole.

-Write a postcard/letter home from Robert

Falcon Scott on his expedition to the South Pole.

Who is the greatest history maker?

What happened when Mount Vesuvius erupted?

How much did the Ancient Egyptians achieve?

- Review a timeline of British history, and compare the lifestyle of those in Ancient Egypt to those in the UK at that time.
 - Complete a timeline of events. Children given key events and dates and children draw out their own timeline and write the key events on their timeline in the correct order.
 - Compare to the Romans and how much further back it was in comparison (discussion).
- Learn about key events and everyday life in Ancient Egypt through independent research of an area that gains the most interest through introductory lesson.
- Compare the man-made and natural resources from Ancient Egypt and the UK today by observing a variety of artefacts
 - Looked at artefacts and answered questions in books based on the artefact, drawing conclusions on what we know and what we could tell from it.
- Visit to Birmingham Museum
 - Look at real artefacts
 - 3 different workshops (mummification, art and artefact trail)
- Beliefs and mummification
 - Write instructions for how to make a mummy
- Hieroglyphics
 - Write out own hieroglyphics. Linked to artwork.
- Pyramids
 - Complete independent research to find out how they were built and reasons for building

Was the Roman invasion good or bad for Britain?

- Learn about key events and everyday life in Roman era through independent research of an area that gains the most interest through introductory lesson.
 - Go on an artefact hunt on field to answer questions. What do the children think they are? What are they made of? When might they have been used? What makes them think this?
- Understand the importance of a timeline in history and how it can be used to enhance our understanding of the findings of archaeologists.
- Order a timeline of Roman history and ask relevant questions before completing further research on an area of interest within the topic.
 - Complete a timeline of events. Pictures with dates for children to put in the correct order.
- Learn about what the romans used to eat and use this knowledge to discuss how food has evolved over history.
 - Roman Day – eat a variety of different foods from Roman era.
- Spend a day as a roman learning about their daily life.
 - Roman Day - Dissect Roman 'poo' to find out what they might have eaten. Eat a range of foods and complete mosaics.
- The Roman Empire and its impact on Britain
- Learn about the roman invasion on Britain and how it affected the country.
 - Look at maps and how the Roman Empire evolved over time.
 - How it impacted Britain and what happened as a result
- Know about Boudicca's revolt and the role she played in the final fight with the romans
 - Role play revolt and then write a diary as someone during the revolt.

What did the Greeks do for us?

Ancient Greece – a study of Greek life and achievements and their influence on the western world

- Comparing Greek democracy with British democracy today
- Olympics – observing Greek jars/artefacts to see what kinds of sports were played and comparing with current Olympics
- Battle of Marathon – recount writing
- Greek Gods and Goddesses – research Gods and Goddesses and create a fact file
- Trojan War – Watch clips of Trojan War and learn the story. Write a diary entry as if they were either a Spartan or Trojan during the war.
- Ancient Greek alphabet – solve problems and create their own sentences using the Greek alphabet. Observing similarities and differences with words/letters we still use today
- To understand whether a source is primary or secondary; to interpret an historical source in our own way by adapting scenes from Homer's Odyssey
- Ancient Greek day – participate in a mini Olympics, taste foods that they would have eaten, create a Parthenon out of junk modelling
- Q&A session with Birmingham University Students
- Class debate answering our Big Question: Was Ancient Greece the Birthplace of Western Civilisation?

Cross-curricular links

- English – watching famous Greek myths and making comparisons. Chn creating their own Greek myths using their learnt knowledge of Ancient Greece.
- Art – researching importance of Ancient Greek masks and creating their own using famous Ancient Greek myth creatures/Gods/ Goddesses.

Who were the Tudors and how did they change Britain?

Pupils should continue to develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study

Activity – the children return to the British timeline completed during the Anglo-Saxon unit and there is discussion about the periods and their order, with a focus on where the Tudor period sits

Tudor period - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Activity 1 – the children make notes about the period of the Wars Of The Roses up to Henry VII's victory and crowning as king

Linked activity – the children use their notes to produce a PowerPoint presentation with hyperlinks, detailing information about the Wars Of The Roses

Activity 2 – the children are introduced to information about Henry VIII and complete a family tree from Henry VII to Henry VIII's children

Linked activity – in groups, the children use a provided script to perform a play about Henry VIII and his wives

Activity 3 – the children are provided with information describing various aspects of Tudor life (eg daily life, nobles and commoners, the law) showing different types of sources (eg photographs, maps, drawings) and produce their own non-fiction text

Activity 4 – the children discuss soldiers and the need for armour and the ways that were used to identify troops; they look at heraldry and the rules associated with coats of arms

Linked activity – the children design their own family coat of arms, applying the rules for colours, shapes and images

Activity 5 – the children are introduced to information about Elizabeth I; they investigate the problems she was faced with, the solutions she applied and the outcomes, completing a table to show their learning, then discuss whether she was powerful and solved problems or was 'wicked and cruel'

Activity 6 – the children visit Selly Manor; they discuss the period with a guide, explore artefacts (eg wear some clothing and play some games copied from the Tudor period) and have a guided tour of the different rooms of the Tudor house when they are shown and discuss a number of artefacts

Linked activity – the children design, make and evaluate a model Tudor house, using various techniques, wooden dowel and card

Why are the Ancient Maya considered an advanced civilisation?

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD

- **Where was the Maya civilisation?**
Use Atlases to locate Central America. Children mark on own map where Maya lived, Mesoamerica, and what that is known as today. Label key cities. (Cross curricular – English, Create holiday guide to Mesoamerica)
- **What did the Maya believe?**
Learn about the various gods the Maya believed in and what their role in society was. Children use their knowledge to create own god.
- **How do we know about the Maya?**
Look at the explorers and artists who have found out about the Maya. Evaluate primary and secondary sources and their historical significance. Interview with an explorer (Cross curricular link – English)
- **The Maya number system**
Learn about the vigesimal number system developed by the Maya. Solve problems using their numbers.
- **Mayan Writing**
Learn about the writing system developed by the Maya (glyphs) and its historical significance. Link back to sources work. (Cross curricular link Diary of a Maya nobleman/peasant/servant)

Cross-curricular links

Art – create Maya masks and explore when and why they were worn for different occasions

What was life like during Victorian Britain?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Devise historically valid questions about change, cause, similarity and difference and significance

- A local history study of Solihull and how it developed during the Victorians era, comparison between industrial village on trip to Blists Hill
- Completing a timeline of the Victorian era and independently researching events that happened during the era
- Researching Queen Victoria and creating a comparison poster to Queen Elizabeth II
- Comparison of childhood now and in Victorian times. Looking at primary and secondary sources.
- Write persuasive letter/adverts/posters either for or against the use of children as chimney sweeps.
- Victorian workhouses (cross curricular link to Street Child and Oliver Twist in English)

What was life like during Victorian Britain?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- English – Street Child (Bertie Doherty). Letter writing and reading activities
- Art – William Morris. Study, recreate and then design own William Morris style print
- What was Solihull like at the start of the Victorian era? Looking at census for Solihull High Street and surrounding Greswold areas and noticing the types of jobs people had and how many people lived in households
- How did Solihull change in the Victorian era? Looking at maps of Greswold and Solihull at the start and end of the era and making comparisons. Chn noticing if anything still stands today.

Educational Visit to Blists Hill which included:

- A morning of role play in a Victorian Classroom. The chn dress up and get taught by a Victorian teacher giving insight into school life.

Walking around a Victorian model village and looking at the types of shops that would have been around. They have discussions with the shopkeepers about their jobs

How did the struggle between the Vikings and Anglo Saxons influence history?

Children will continue to develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study

Activity – the children complete a British timeline (period of the dinosaurs to modern day) to include the Anglo-Saxons, Vikings and Tudors

Britain's settlement by Anglo-Saxons and Scots

Activity – children are reminded of the timeline of the Romans leaving Britain and the threat from the Picts and Scottis and then correctly order a description of the invasion of the Anglo-Saxons from Europe

They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms

Activity – the children investigate the Anglo-Saxon way of life; their legacy with regard to place names used today; contrast today's alphabet with runes; their artwork; their pagan beliefs and contrast them with Roman Christianity then the growth of Christianity; they investigate the Viking invasions and their pagan beliefs and disregard for Christian places of worship; terms such as BC/AD, invaders, settlers, Kingdoms of Britain and their names, legacy are used

Linked activity – the children produce a word document in Computing of a non-fiction text about daily life of the Anglo-Saxons

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Activity – the children order a series of events detailing the struggle for power between the Anglo-Saxons and Vikings, ending with the Norman invasion in 1066

They should understand how our knowledge of the past is constructed from a range of sources

Activity – the children handle a number of reproduction artefacts (eg helmet, jewellery, coins) to gain evidence and study photographs of artefacts from the period; they watch a series of BBC videos showing various sources and original/reproduced artefacts and settings and are prompted to make links with their learning

	How has life changed for people living in the rainforest?	What were the repercussions of The Great War? • Understand why WW1 started and know which countries were involved. - Study maps and use research to find out about events leading up to WW1. - Link with France visit. Pupils explore the Flanders Field Museum and learn more about life during WW1. • Gain a knowledge of life in the trenches through poetry written during and after the event. - Explore and compare 'In Flanders Fields, The Inquisitive of a Child and Dolce et Decorum Est'. • Respond with their own feelings to poetry images and use it influence their own war poetry and art. - Guided Reading activities and link to writing with pupils writing their own WW1 poetry. Pupils experiment with silhouette and poppy art.	What was more impressive-the Stone Age or the Iron Age? • Understand the chronology of where the Stone Age fits into history. - Order a timeline of events leading into the Iron Age. - • Investigate the life of a Stone Age person looking at clothes, food, settlements, tools, resources and how life evolved over this period of time. - Compare Stone Age settlements and houses with modern houses and make links with Tudor houses. - Create an authentic stone age menu. - Writing links as pupils create a live news broadcast about the discovery of Skara Brae. - Art links to cave paintings. Iron Age • Understand the chronology of where the Iron Age fits into history. - Order a timeline of events following on from the Stone Age and leading into the Romans. • Investigate the life of an Iron Age person looking at clothes, food, settlements, tools, resources and how life evolved over this period of time. Make comparisons with Stone Age and modern day life.	What have we learnt culturally and morally about segregation of communities? • Slavery • The Triangular trade • Windrush • Black History	How were people's lives affected by WW2? • Use their knowledge of WW1 to understand why the war began. • Understand chronological events and key leaders from both allied and axis forces. - Find out about Adolf Hitler, Neville Chamberlain, Winston Churchill, General Eisenhower and Joseph Stalin's involvement in this era. - • Investigate life in Britain, identifying the roles of men and women during the war and examining the effects of evacuation. • Pupils research life in Britain during this time, collating facts and evidence to create a double-page fact file.	How were people's lives affected by WW2? • Understand the scale and importance of the evacuation at Dunkirk. - Link with France visit. Pupils explore the museum and view the shipwrecks on the beaches. • Understand the significance of the D-Day Landings and their crucial role in ending the WW2. - Gather facts and statistics about the planned attack and use information to create either a news report or a non-chronological report. - Link to anniversary (June 6th) so that pupils can explore the impact this event still has on people today.
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Vocabulary

Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map Compass Key Solihull Urban Rural Settlements Town City	Countries Community United Kingdom Culture City Town Tradition Great Britain Multicultural Landmark Antarctic Arctic circle Biodiversity Ecosystem Glacier North pole Polar Vegetation Infrastructure	Eruption Disaster Volcanic Tectonic plates Earthquakes Destruction Hurricanes Tsunami Ring of fire Magma Tremor lava	Border Land locks Polder Baltic sea Glacier Vegetation Tundra Tropic of cancer Tatra mountains	Evaporation Condensation Transpiration Source Spit Erosion Confluence Meander Mouth Tributary Floodplains Beach Cave Coastal Lagoon Abrasion Corrosion Landforms Erosion Sea defences Sea wall	Rainforest Ecosystem Tropical rainforest Deforestation Biomes Biodiversity Fair trade Climate change Tribes British Empire Colonised Trench Somme Armistice Tannenberg

History

History								
Year 1		Year 2	Year 3		Year 4	Year 5		Year 6
Space Race/ orbit	turret Battlements	London/ Bakery	artefact Pompeii	Gods Goddesses	democracy The Battle of Marathon	civilisation/ Maya	exile/ kingdom	Empires alliances
Saturn V	tower	Diary	Mount Vesuvius	Empire	Greek Alphabet	worship	outlawed	truce
Eagle	keep	Samuel Pepys	archaeologist	Romanisation	merchants	bloodletting	pillaged	Neolithic hunter-gatherers
Apollo 11	bailey	Tudor	erupted	Republic	excavation	festival	law	wattle and daub
Lunar Landing	portcullis	firefighters	79 CE	rebellion	Trojan Horse	irrigation	Viking	immigration
code	moat	17th Century	BCE	Ruling	Olympics	Palenque	punishment	Windrush
instructions	barbican	rebuilt	Ancient	invasion	trade	Pok-a-tok	invade	Abolitionists
route	monarchy	Pudding Lane	civilisation	Artefacts	polytheism	Mesoamerica	Longship	prominent
mathematician	coronation	St Paul's Cathedral	mummification	Boudicca	Athenian	belief	Pagans	evacuation
USA/ America	royalty	Polar	tomb	Celtic	heir	ritual	raid	allied forces
History	succession	Expedition	Social	Emperor	monarch	priests	wergild	
Proof	explorer	Antarctic	Hierarchy	conquest	succession	Commoner	Anglo-Saxon	
Evidence	travel	Explorer	BCE	tribe	The age of Exploration	astronomy		
Then	transport	Mission	hieroglyphs	citizen	rein	Spirit animals		
Now	railway	Robert Falcon Scott	CE	legion	throne	legacy		
Past	Steam engine	Significant	The Nile		The Spanish Armada	inventions		
After that	invention	scientist	Pharaoh		Wattle and daub	Industrial Revolution		
Next	pilot	activist				Chimney Sweep		
First	Rihla modern	Civil Rights				campaign		
nowadays	aeroplane	World leader				Workhouses		
Guy Fawkes	Victorian	medicine				employment		
Gunpowder	Sea bathing	society				mines		
Parliament	promenade					industry		
celebrate	attractions					Climbing boy		
fireworks	Punch and Judy					The British Empire		
castle	Show							