

Humanities Curriculum Map.

Early Years					
Autumn		Spring		Summer	
<p>Where do I come from? What makes me special? Children to bring in a shoe box of things that represent them. How am I similar or different from my friends? Compare shoebox items with other children as part of a gallery. What can I find out from someone else? Ask a parent to come in to school to be interviewed by the children. Ask questions to find out what they do and how they came to Kentish Town. How did I come to Kentish Town School? As home learning, children to ask similar questions to a parent or carer at home to find out how their family arrived in Kentish Town. What's happened before now? Order some events in children's lives in a shared timeline.</p>		<p>How can I describe my local area? What's near our school? Visit local landmarks such as library, tube station, garden centre and the Co-op Why are these things there? Who lives in my local area? Visitors such as police, librarian, fruit stall holder How can I show what is in our local area? Make a map of the places visited. What have humans put here and what was here already? Visit the Heath – go to different locations and explore human and physical features.</p>		<p>What's the world like? Where do we live and what's the weather like here? Find on globe and on map. Look at pictures of weather – track weather. Where are the hot places? Where are the cold places? Equator and poles. Where have our families come from? Places different locations on the map that are relevant to children's lives. How could I get to different places in the world? Map a route from UK to a different country. Explore modes of travel. How was transport different for our grandparents?</p>	
Year 1					
Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p>What makes me and my community special? What's special about my family? What can we remember? How long ago did things happen? How has School changed over the past decade? How has Kentish Town changed over the past decade? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>What's my local area like? What are the human and physical characteristics of our school? How can I use an aerial photograph to find my way around? How are some local landscapes different from each other? How can I use a map to help find my way around the playground? How can I draw a map to help someone else find their way around the playground? Use near / far, left / right etc to explain where things are in the classroom and local area. Use an aerial photo of a familiar place to create a simple map with a key. Identify the human and physical characteristics of our School.</p>	<p>How have the things we use changed over time? What are my things made of? What did toys look like in the past? What did clothes look like in the past? What did buildings look like in the past? Have our things improved? significant historical events, people and places in their own locality.</p>	<p>How does the weather work? What different weather types are there? How can we measure the weather? What's the weather usually like in the UK? What's the best type of weather? (problems of too much rain / sun etc.) What's the weather like around the world? Start to explore how places might change over time—seasonal change - Understand the Water cycle and key vocabulary (Science) name, locate and identify the four countries of the UK. Compare the weather and seasonal</p>	<p>Stories from long ago. How can we learn about life long ago from a story? Listen and respond to someone telling a story about their own life Start to think about how we find out about the past from stories and other sources.</p>	<p>How is life different in Bangladesh? What is the landscape of Bangladesh like? Is it the UK or is it Bangladesh? What food and clothing comes from Bangladesh? What is a flood? How have people adapted to living in a flood plain? Understand geographical similarities and differences through studying buildings and landscapes eg London and houses in Bangladesh. Understand how farming differs between locations around the world eg the UK, Bangladeshi rice paddy fields and S. American mountain farming. Compare the weather and seasonal patterns of the UK and Bangladesh in relation to their geographical position.</p>

	Find different types of landscapes in School or in a park / playground and talk about how they are different. Create maps of playground Talk about the surrounding area of the school. Where are the different locations and what are they used for?		patterns of the UK. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied surrounding Bangladesh.
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Year 2

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>How has medicine changed over time?</u></p> <p>Why was Imhotep so special? What challenges did Mary Seacole face? How did Florence Nightingale help people? How was Mary Seacole and Florence Nightingale's medicine different? What do you need to be a good doctor or nurse?</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><u>What can I learn about the world from a map and a globe?</u></p> <p>What is a globe? How are the seven continents different? Where's hot and where's cold? + Where's dry and where's rainy? What routes can I take to see the whole of the world? How could Mary Seacole have travelled where she did?</p> <p>Name and locate the world's seven continents and five oceans</p> <p>European countries**</p>	<p><u>How and why are peoples' experiences different during the Great Fire of London?</u></p> <p>What was the Great Fire of London? What can we learn from a diary? How did the Great Fire change London? Who was living in London at the time? Who found it easiest to recover from the fire?</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>significant historical events, people and places in their own locality.</p>	<p><u>What can a map tell me about the United Kingdom?</u></p> <p>Where are the different countries and seas in and around the UK? What do the different maps tell me about the UK? How can I use a road map to find my way around the UK? Which places are good for what in the UK? How is Broadstairs different from London?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Human Features vocabulary</p> <p>Mapping London</p>	<p><u>How has exploring changed over time?</u></p> <p>Who was Mae Jemison and why was she important? Who was Amelia Earhart and why was she important? How has aircraft changed over time? Do we have the right to explore in someone else's home? What is good exploration?</p>	<p><u>How is life different in Kenya?</u></p> <p>Where in the world is Kenya? What are the human and physical features of Kenya? How can we track the weather in two locations? What jobs do people do in Kenya? What would we find in Nairobi National Park and Hampstead Heath? Are they the same or different?</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya)</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage-Kenya.</p> <p>identify seasonal and daily weather patterns in Kenya.</p> <p>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</p> <p>Physical Features vocabulary</p>

Year 3

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>How did life change in Britain from the Stone Age to the Iron Age?</u></p> <p>What can we make from the things that we find? How did the way we gather food change? What were the advantages and disadvantages of bronze? What can we learn from a grave in Amesbury? What were the advantages and disadvantages of iron?</p> <p>changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Is Fair Trade good for everyone?</u></p> <p>What is trade? Which countries do England trade with? How does my chocolate get to me? What is unfair trade? What rules should be in place to keep trade fair?</p> <p>Name countries outside of Europe and identifying their major cities. - Name and locate the cities within the UK</p> <p>Understand why there are similarities and differences between places</p> <p>Develop an awareness of how places relate to one another</p> <p>Identify physical and human features of Egypt and compare to the UK</p> <p>Understand and describe weather patterns of the UK and compare with Egypt</p> <p>Identify key aspects of industry in an area outside of the EU (eg Farming in India/ Caribbean) and make comparisons with the UK-Why do we import food?</p> <p>Understand the concept of fair-trade and its impact on society</p>	<p><u>Why did the Ancient Egyptians last for such a long time?</u></p> <p>Why were The Egyptians so good at farming and trading? How did the Ancient Egyptians communicate? What made Egypt strong? How did Egyptians remember the past? How was Egyptian life different from life in the UK?</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following</p>	<p><u>How do biomes affect the way we live?</u></p> <p>What is a biome? (landscape, flora / fauna, climate) What do we find in different biomes? Which biomes are easy to live in? How can we adapt to live in different biomes? Is our biome changing?</p> <p>Vegetation belts Rivers (Nile and Amazon)</p> <p>Understand why there are similarities and differences between places - Develop an awareness of how places relate to one another</p> <p>Use maps to locate the River Nile, Congo and Amazon and areas surrounding it (Google maps)</p> <p>Ask and respond to geographical questions - why the landscape like this is? What do you think has made it like this?</p> <p>Human impact on the environment and how we can change this.</p> <p>Have a good understanding of a wide range of Geographical terms and their meaning such as: climate zones, vegetation belts countries</p>	<p><u>What can we learn from the Aztecs?</u></p> <p>Where and when were the Aztecs? What were the Aztec settlements like? What made Aztec farming special? How did the Aztecs worship their gods? Why aren't the Aztecs here today?</p> <p>a non-European society that provides contrasts with British history – one study chosen From Aztec civilizations c. AD 900</p>	<p><u>What makes Brazil special?</u></p> <p>Where is Brazil and what are some topographical features of Brazil? How can I use a map to find out about Brazil? What is diversity? Who does the rainforest belong to? Should rainforest tribes own mobile phones? What similarities are there between the UK and Brazil?</p> <p>Knowledge questions about Brazil - Use maps to identify Brazil's neighbouring countries</p> <p>Identify the key topographical features of Brazil.</p> <p>Recognise the shape of different countries.</p> <p>Know the location of European countries with a high population</p> <p>Use human and physical geography to understand why there are similarities and differences between the UK and Brazil</p> <p>- Use research and map skills to find the answer to geographical knowledge questions about Brazil - Use maps to identify Brazil's neighbouring</p> <p>Use research and map skills to find the answer to geographical knowledge questions about Brazil</p> <p>Compare Brazil and UK</p>

Year 4

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p>How did the Roman Empire impact Britain? The founding of Rome: truth or myth? Why was Rome so successful? (governorship and Pax Romana) Who were some influential Romans? How were the Romans and the Britons different? Why do we remember Boudicca?</p> <p>The Roman Empire and its impact on Britain</p>	<p>The Moving Earth Why does the Earth sometimes move? What's under our feet? (layers of earth) How and why does the earth move sometimes? What happens when the earth moves? (earthquakes and tsunamis) What happens when the earth moves? (mountains and volcanoes) How were the Romans in Pompeii affected by a volcanic eruption?</p> <p>Focus on Volcanoes, mountains and Earthquakes and their formation including their impact on human settlement</p> <p>Natural disasters in relation to volcanoes, earthquakes and tsunamis.</p> <p>Build physical geography vocabulary; tectonic, periods of time, Earth's crust</p> <p>Ask and respond to geographical questions - why the landscape like this is? What do you think has made it like this?</p> <p>Locate the Ring of Fire and other major volcanoes on a map.</p>	<p>Who came and went during the Dark Ages? Who were the Anglo-Saxons and why were they in Britain? How was an Anglo-Saxon different from a Viking? (religion, way of life) Where did the Vikings go and what did they do when they got there? Why do we still have Viking and Anglo-Saxon place names? How did the Anglo-Saxon and Viking Age come to an end?</p> <p>Bonus question: Why was it called a dark age?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Questions: Why is London like it is? What shape is the UK? What's in the UK? How has London changed? What are the natural and human features of London? What is London used for and how can we find out? (2 sessions)</p> <p><u>N.C. Objectives explored:</u> Locational knowledge of the UK</p> <p>Human and physical characteristics</p> <p>Describe the human features London (social, economic and environmental) - Understand the effect of landscape features of the development of an area - Describe how people have been affected by the changes in their environment</p> <p>Plan the steps and strategies for a geography led enquiry</p>	<p>Tudors What is a dynasty and how did this one take charge? What was life like for a Tudor person How did the Church of England form? Why did the Tudors explore the world? What did the Tudors leave behind?</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Why are maps useful? What are the different continents? Which way are we going? How far away are different places? How can I find my way around a map? What information needs to go on a map? Where is Broadstairs from London?</p> <p>Recognise the shapes of continents</p> <p>Measure straight line distances using appropriate scales</p> <p>Explore features of OS maps using six-figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Use four figure grid references and use an 8-point compass</p> <p>Latitude and longitude, tropics, equator, northern / southern hemisphere</p>

Year 5

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>What happened to the African empires?</u> Where was Benin? What was the culture of Benin like? How did people in Benin live? How were the Benin Bronzes made? Should the Benin Bronzes be returned?</p> <p>a non-European society that provides contrasts with British history – one study chosen from: Benin (West Africa) c. AD 900-1300.</p>	<p><i>Must be taught at the same time or after Earth and Space in Science</i> <u>Why is it midnight in Australia?</u> Why is the sun useful? What is a time zone? How can I locate locations around the world? What are the characteristics of different lines of latitude? Why was it difficult to measure longitude?</p> <p>The Globe and Time Zones.</p> <p>Name countries below the equator and identify the position and significance of latitude, longitude, equator, Tropics of Cancer and Capricorn and Prime time zones. (covered in maths)</p> <p>Have a good understanding of a wide range of Geographical terms and their meaning such as: climate zones, vegetation belts, biomes etc</p> <p>Locational knowledge of the world</p>	<p><u>Was the Industrial Revolution good for everyone?</u> What do we mean by the Industrial Revolution? Who had an answer to the problem? Who worked in the mills and the mines? Where did the cotton for the mills come from?</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Turning Point</p>	<p><u>How did the Industrial Revolution shape where people live and work?</u> Where were the key UK places in the IR? Why were they there? (1) Where were the key UK places in the IR? Why were they there? (2) How did the IR change where people lived? What problems did Industrial Revolution raise and who had solutions? Do we think the Industrial Revolution was a good thing?</p> <p>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</p> <p>6-figure grid work</p> <p>8 points of a compass</p>	<p><u>History of Kentish Town</u> Local History Study Why did two boys from our school get taken to the police station? What was it like at our school (1849 – 1901)? Why did the railways take part of our playground? Why did some people shelter in the Tube – and where were the children? Who went to KTPS?</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><u>What is Kentish Town like now?</u> How has our area changed? How can I show the lay of the land as a map? What is meant by Geographical data and how can we collect it? How can I present my findings from my research to others?</p> <p>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.</p>

Year 6

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>How did ideas spread in the early Islamic world?</u> Which historical sources can we trust? Why was Baghdad built where and when it was? What can we learn about the residents of Baghdad from the things they bought and sold? Why is it called the Islamic Golden Age? Why was the House of Wisdom important? How can I tell whether to trust a historical source?</p> <p>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</p>	<p><u>Where in the World?</u> How can I find out where a country is in the world? What is a continent and what's the difference between them? How are the hemispheres different? How do the polar regions change throughout the year? How is Bolivia different from the UK? How can I find out about a country?</p> <p>Name countries and identifying the significance of the northern/Southern hemisphere, the Arctic and Antarctic circle</p> <p>Develop an understanding of world's different countries and their locations in relation to the UK, using maps, atlases, globes and digital computer mapping</p> <p>Use human and physical geography to make wider comparisons between the EU, UK and places in North/South America</p>	<p><u>Why do we still learn about Ancient Greece in the twenty-first century?</u> Where and when was Ancient Greece? What can Greek artefacts tell us about Ancient Greece? What can we learn about Greece from a myth? What made Alexander the Great great? Where can I find the legacy of Ancient Greece in today's world?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>How does water impact our lives?</u> How do rivers work? What do we use rivers and oceans for? How are Greece and the UK geographically different and similar? What is erosion? How is climate change affecting water cycles?</p> <p>Understand key aspects of physical geography such as: biomes, rivers and the water cycle</p> <p>Name UK and world rivers and discuss their key features</p> <p>Compare UK and Greece Use maps, atlases, globes and digital computer mapping to local UK rivers and the seas they flow through</p> <p>Understand physical features of coasts and begin to understand erosion and deposition</p> <p>Understand the human effect on rivers and oceans and how we can reduce this</p> <p>Understand key aspects of human geography such as, types of settlement and land use, economic activity and trade links and distribution of natural resources and the impact on our world.</p> <p>Contrasting European region</p>	<p><u>How did the British Empire influence migration?</u> What was the British Empire and what was its impact on the world? How did people get around during the British Empire? What were the advantages and disadvantages to moving within the British Empire?</p>	<p><u>How can I find my way around Foxlease?</u> How do you read an Ordnance Survey map? (6-figure grid references) What do the symbols on an OS map mean? Where would be a good place for a new building? How can I use a compass to find my way around Foxlease?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods for example sketch maps and digital technology</p> <p>Use the eight points of compass, four and six figure references, symbols and key</p> <p>Use maps, chart to support a decision about the location of new places for example: adding a new building to Foxlease.</p> <p>6-figure grid work</p> <p>8 points of a compass</p> <p>Hampstead Heath geographical records workshop?</p> <p>Fieldwork at Foxlease</p>