



Humanities Annual Coverage



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How am I making History?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What is it like to live in Shanghai?
KEY CURRICULUM FOCUS	Personal chronology, the past within living memory, simple timelines.	Map work	Sequencing, asking questions,	Seasons, weather, compass,	Events and people beyond living memory, how are explorers significant, timelines.	World map, China, comparing human and physical features.
Year 2	How was school different in the past?	Would you prefer to live in a hot or cold place?	How did we learn to fly?	Why is our world wonderful?	What is a monarch?	What is it like to live by the coast?
KEY CURRICULUM FOCUS	Identify historical similarities and differences, recognise continuity.	Climate zones, north and south poles, Kenya, compass points, continents.	Events beyond living memory, chronological understanding, significant people.	Wonders of the world, names and locations of oceans.	Compare monarchy today and in the past, William the conqueror, castles,	Name and locate continents and oceans, the Jurassic coast.
Year 3	Why did people live near volcanoes?	How have children's lives changed?	How hard was it to invade and settle in Britain?	Where does our food come from?	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Who lives in Antarctica?
KEY CURRICULUM FOCUS	Layers and plates of the earth, formation and distribution of volcanoes, mountains, earthquakes. Focus on Mount Etna.	Changes over time, working children.	Look at invasion and settlement, Anglo Saxon contributions to modern Britain.	Biomes, mapping food imports, local versus global	Chronology of mankind, use of archaeological evidence.	Latitude and longitude, the polar regions, Shackleton.



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Year 4	Were the Vikings raiders, invaders or settlers?	Are all settlements the same?	Why are rainforests important to us?	Why did the Romans settle in Britain?	What did the Ancient Egyptians believe?	What are rivers and how are they used?
KEY CURRICULUM FOCUS	Cause and consequence, looking at sources and author viewpoints.	Explore rural and urban settlements, comparison with New Delhi.	Biomes, ecosystems and tropics. Amazon Rainforest.	Invasion, how the Romans changed Britain.	Using primary sources, the afterlife, pyramids, gods/goddesses, mummies.	Rivers, the water cycle, name and location of major rivers.
Year 5	What is life like in the Alps?	What was life like in Tudor England?	Why do oceans matter?	What does the census tell us about our local area?	Would you like to live in the desert?	Unheard Histories: Who should feature on the £10 bank note?
KEY CURRICULUM FOCUS	Climate of mountain ranges, the Alps, tourism,	Compare Henry VIII and Elizabeth I, public images, using inventories.	The Great Barrier Reef, ocean changes, climate change and pollution.	Use of census and factory records, changes over time, take part in a history enquiry.	Hot desert biomes, physical features of a desert.	The criteria for historical significance, historical debate.
Year 6	What was the impact of WWII on the people of Britain?	Why does population change?	How did the Maya civilisation compare to the Anglo Saxons?	Where does our energy come from?	What did the Greeks ever do for us?	Can I carry out an independent field enquiry?
KEY CURRICULUM FOCUS	Identify causes of WWII, the Battle of Britain, the Blitz, the effectiveness of primary resources.	Why are some areas more populated, birth and death rates, British population impacts.	The Maya civilisation, using primary evidence.	Renewable and non-renewable energy sources and their impact.	Focus on Athens and Sparta, democracy, the legacy of the Ancient Greeks.	Observing, measuring, recording and presenting a fieldwork study.

History Curriculum	Geography Curriculum
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