



# Whitehouse Primary School – Humanities Curriculum Map



	Autumn	Spring	Summer
Year 1	<p><b><u>North Yorkshire – Cultural Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question –</b></p> <p><b>Location</b> – Name and locate the four countries in the UK, Identify the characteristics of the four countries in the UK,</p> <p><b><u>Around Our School Local Area</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Significant People –</b>  <b>Location</b> – Name and locate the four countries in the UK, Identify the characteristics of the four countries in the UK,  <b>Physical Geography-</b> – Identify seasonal and daily weather patterns in the United Kingdom, Key physical features, including: forest, hill, mountain, soil, valley, vegetation, Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>Human Geography</b> – – Key human features, including: city, town, village, factory, farm, house, office.</p> <p><b><u>Family history &amp; Toys</u></b>  <b>Significant People –</b>  <b>Significant Events -</b>  <b>Historical Enquiry – Key Question -</b>  <b>Chronological Understanding -</b> –Sequence events in their life, Sequence ¼ artefacts from distinctively different periods of time, Match objects to people of different ages.  <b>Comparisons/ Causes &amp; Effects -</b> – creating a portrait with vegetables  <b>Information Sources -</b> Use stories to encourage children to distinguish between fact and fiction, Compare adults talking about the past- how reliable are their memories?</p>	<p><b><u>Brazil – International Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question –</b></p> <p><b>Location</b> – Locate the continent of South America. Locate the country of Brazil.</p> <p><b><u>The United Kingdom</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Significant People –</b>  <b>Location</b> – Name and locate the four countries in the UK, Identify the characteristics of the four countries in the UK, Identify surrounding seas of the UK  <b>Physical Geography</b>–Key physical features, including: forest, hill, mountain, soil, valley, vegetation, Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>Map Work-</b> – Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p><b><u>Homes &amp; Inventions</u></b>  <b>Historical Enquiry – Key Question -</b>  <b>Significant People –</b>  <b>Significant Events -</b>  <b>Chronological Understanding -</b> –Sequence events in their life, Sequence ¼ artefacts from distinctively different periods of time, Match objects to people of different ages.  <b>Information Sources -</b> – Use stories to encourage children to distinguish between fact and fiction, Compare adults talking about the past- how reliable are their memories?</p> <p><b><u>Decade Day – 1990s</u></b>  <b>Historical Enquiry – Key Question -</b>  <b>Significant People –</b>  <b>Significant Events -</b></p>	<p><b><u>Greece- European Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Location</b> – Identify the continent of Europe. Identify the country Greece.</p> <p><b><u>History of Pirates</u></b>  <b>Historical Enquiry – Key Question -</b>  <b>Significant People –</b>  <b>Significant Events -</b>  <b>Information Sources -</b> Use stories to encourage children to distinguish between fact and fiction, Compare adults talking about the past- how reliable are their memories?  <b>Comparisons/ Causes &amp; Effects -</b> abstract portraits, using different materials</p> <p><b><u>London</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Significant People –</b> Queen Elizabeth II  <b>Significant Events -</b>  <b>Location</b> – Identify Capital Cities of the United Kingdom  <b>Human Geography</b> – – Key human features, including: city, town, village, factory, farm, house, office.</p>



<p><b>Year 2</b></p>	<p><b><u>Ireland – Cultural Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Significant People –</b>  <b>Location-</b> Name and locate the world’s seven continents. Name and locate the five major oceans. Identify characteristics of the seven continents  <b>Map Work-</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b><u>Fire, Fire- The Great Fire of London</u></b>  <b>Historical Enquiry – Key Question -</b>  <b>Significant People –</b> Samuel Pepys, Guy Fawkes  <b>Significant Events -</b>  <b>Chronological Understanding -</b> Sequence artefacts closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in lives.  <b>Comparisons/ Causes &amp; Effects -</b> Recognise why people did things, why events happened as a result. Identify differences between ways of life at different times.  <b>Information Sources -</b> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/ stories</p>	<p><b><u>Kenya – International Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Significant People –</b>  <b>Significant Events -</b>  <b>Location -</b>Name and locate the world’s seven continents. Name and locate the five major oceans. On a world map locate the main countries in Africa. Identify characteristics of the seven continents  <b>Human Geography -</b> key human features, including: city, town, village, factory, farm, house and shop office, port, harbour  <b>Physical Geography-</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>Map Work-</b> 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><b><u>Florence Nightingale</u></b>  <b>Historical Enquiry – Key Question -</b>  <b>Significant People –</b> Florence Nightingale  <b>Significant Events -</b>  <b>Chronological Understanding -</b> Sequence artefacts closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in lives.  <b>Comparisons/ Causes &amp; Effects -</b> Recognise why people did things, why events happened as a result. Identify differences between ways of life at different times.  <b>Information Sources -</b> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/ stories</p> <p><b><u>Africa</u></b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Significant People –</b>  <b>Location -</b> Name and locate the world’s seven continents. Name and locate the five major oceans. On a world map locate the main countries in Africa. Identify characteristics of the seven continents  <b>Human Geography -</b> key human features, including: city, town, village, factory, farm, house and shop office, port, harbour  <b>Physical Geography-</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>Map Work-</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><b><u>Spain- European Studies Week</u></b>  <b>Significant People –</b>  <b>Significant Events -</b>  <b>Fieldwork Enquiry – Key Question –</b>  <b>Location -</b> Name and locate the world’s seven continents. Name and locate the five major oceans. On a world map locate the Spain. Identify characteristics of the seven continents  <b>Physical Geography-</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>Map Work-</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b><u>Island Study - The History of the Lighthouse</u></b>  <b>Historical Enquiry – Key Question -</b>  <b>Significant Events -</b>  <b>Chronological Understanding -</b> Sequence artefacts closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in lives.  <b>Location -</b> Name and locate the five major oceans. Identify characteristics of the seaside.  <b>Comparisons/ Causes &amp; Effects -</b> Recognise why people did things, why events happened as a result. Identify differences between ways of life at different times.  <b>Information Sources -</b> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/ stories  <b>Human Geography -</b> key human features, including: city, town, village, factory, farm, house and shop office, port, harbour  <b>Physical Geography-</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>Map Work-</b> Use simple compass directions (North, South, East and West) and locational and directional language [for</p>
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	<p><b>Decade Day – 1980s</b>  <b>Historical Enquiry – Key Question</b> -  <b>Significant People</b> –  <b>Significant Events</b> –</p>	<p>example, near and far; left and right], to describe the location of features and routes on a map.</p>
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<p><b>Year 3</b></p>	<p><b><u>Northumberland – Cultural Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question</b> –  <b>Significant People</b> –  <b>Location</b> - Locate and name the main counties and cities in/around Stockton.  <b>Human Geography</b> - Types of settlements in modern Britain: villages, towns, cities.  <b>Map Work</b>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><b><u>Rolling on the River – Local Area and Rivers</u></b>  <b>Fieldwork Enquiry – Key Question</b> –  <b>Location</b> - Locate and name the main counties and cities in/around Stockton. Identify longest rivers in the world.  <b>Physical Geography</b>- Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.  <b>Map Work</b>- Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b><u>Ancient Egypt</u></b>  <b>Enquiry – Key Question</b> -  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Chronological Understanding</b> - Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts  <b>Comparisons/ Causes &amp; Effects</b> - Find out about everyday</p>	<p><b><u>New Zealand – International Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question</b> –  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Location</b> - Identify the largest deserts in the world. Identify the highest mountains in the world. Identify the position of the equator on a World Map. On a world map locate the main countries in Australasia/Oceania.  <b>Map Work</b>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><b><u>Didgeridoo Down Under – Australia &amp; Captain Cook</u></b>  <b>Enquiry – Key Question</b> –  <b>Significant People</b> – Captain James Cook  <b>Significant Events</b> -  <b>Location</b> - Identify the largest deserts in the world. Identify the position of the equator on a World Map. On a world map locate the main countries in Australasia/Oceania. To understand the significance of the equator on a world map.  <b>Map Work</b>- Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  <b>Chronological Understanding</b> - Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts  <b>Comparisons/ Causes &amp; Effects</b> - Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of peoples actions. Understand why people may have wanted to do something.  <b>Information Sources</b> - Identify and give reasons for different ways</p>	<p><b><u>Scandinavia- European Studies Week</u></b>  <b>Fieldwork Enquiry – Key Question</b> –  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Location</b> - Locate and name the main countries in Scandanavia. Identify the highest mountains in the world. To compare local landmarks to landmarks in Australia. To understand the significance of the equator on a world map.</p> <p><b><u>Stone Age through to Iron Age</u></b>  <b>Historical Enquiry – Key Question</b> -  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Chronological Understanding</b> - Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts  <b>Comparisons/ Causes &amp; Effects</b> - Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of peoples actions. Understand why people may have wanted to do something.  <b>Information Sources</b> - Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period- museum, cartoons etc.</p>
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	<p>lives of people in time studied. Compare with our life today. Identify reasons for and results of peoples actions. Understand why people may have wanted to do something.</p> <p><b>Information Sources</b> - Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period- museum, cartoons etc.</p> <p><b>Location</b> - To compare the River Nile with the River Tees. To compare local landmarks to landmarks in Egypt. To understand the significance of the equator on a world map.</p> <p><b>Human Geography</b> - Types of settlements in ancient Egypt: villages, towns, cities. To compare with modern Britain.</p>	<p>in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period- museum, cartoons etc.</p> <p><b>Decade Day – 1970s</b></p> <p><b>Historical Enquiry – Key Question</b> -</p> <p><b>Significant People</b> –</p> <p><b>Significant Events</b> –</p>	
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<p><b>Year 4</b></p>	<p><b>Cornwall – Cultural Studies Week</b></p> <p><b>Fieldwork Enquiry – Key Question</b> –</p> <p><b>Significant People</b> –</p> <p><b>Location</b> - Locate the main counties and towns in England.</p> <p><b>Human Geography</b> - Trade links in modern Britain. How Cornwall developed as a settlement.</p> <p><b>Map Work</b>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><b>The Romans</b></p> <p><b>Historical Enquiry – Key Question</b> -</p> <p><b>Significant People</b> –</p> <p><b>Significant Events</b> -</p> <p><b>Chronological Understanding</b> - Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/ AD</p> <p><b>Comparisons/ Causes &amp; Effects</b> - Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.</p> <p><b>Information Sources</b> - Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge</p>	<p><b>Japan – International Studies Week</b></p> <p><b>Historical Enquiry – Key Question</b> -</p> <p><b>Significant People</b> –</p> <p><b>Significant Events</b> -</p> <p><b>Chronological Understanding</b> - Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/ AD</p> <p><b>Comparisons/ Causes &amp; Effects</b> - Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.</p> <p><b>Information Sources</b> - Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge</p> <p><b>Destinations, Disasters and Dilemmas</b></p> <p><b>Fieldwork Enquiry – Key Question</b> –</p> <p><b>Significant Events</b> -</p> <p><b>Location</b> - Locate the main countries of Europe inc. Russia. On a world map, locate areas of similar environmental climate zones such as: desert, polar, temperate, arctic and rainforest. Identify the position and significance of Equator, N. and S. Hemisphere. Understand why areas of environmental biomes occur on the world map (latitude and longitude). Identify the position and significance of Tropics of Cancer and Capricorn.</p>	<p><b>Italy- European Studies Week</b></p> <p><b>Fieldwork Enquiry – Key Question</b> –</p> <p><b>Significant People</b> –</p> <p><b>Significant Events</b> -</p> <p><b>Location</b> - Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p><b>Human Geography</b> - Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p><b>Physical Geography</b>- Physical geography, including: climate zones, and vegetation belts (link to work on Rainforest)</p> <p><b>Map Work</b>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><b>Terrible Tudors – Off With Her Head!</b></p> <p><b>Historical Enquiry – Key Question</b> -</p> <p><b>Significant People</b> –</p> <p><b>Significant Events</b> -</p> <p><b>Chronological Understanding</b> - Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/ AD</p>
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## Whitehouse Primary School – Humanities Curriculum Map



	<p><b>Human Geography</b> - Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p><b>Physical Geography</b>- Physical geography, including: climate zones, and vegetation belts (link to work on Rainforest) <b>Human Geography</b> - Trade Links globally <b>Map Work</b>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references.</p> <p><b>Decade Day – 1960s</b> <b>Historical Enquiry – Key Question</b> - <b>Significant People</b> – <b>Significant Events</b> -</p>	<p><b>Comparisons/ Causes &amp; Effects</b> - Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. <b>Information Sources</b> - Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge</p>
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<p><b>Year 5</b></p>	<p><b>Scotland – Cultural Studies Week</b>  <b>Fieldwork Enquiry – Key Question</b> – Is the Loch Ness Monster Real?  <b>Chronological Understanding</b> - Through looking at all the different sightings of the Loch Ness Monster from 565 AD to 2020 BC they will chronologically order these on a timeline.  <b>Comparisons/ Causes &amp; Effects</b> - Examining different sightings and deciding whether they are real or a hoax.  <b>Location-</b> of Scotland on a UK Map. Locating 6 major Scottish cities. Location of physical and human landmarks in Scotland.  <b>Human Geography</b> - Locating famous Scottish human landmarks such as Edinburgh Castle and the National Wallace monument.  <b>Physical Geography-</b> Locating famous Scottish human landmarks such as the River Tay, Ben Nevis and Loch Ness.  <b>Map Work-</b> Using atlases and maps, 8 figure compass directions.</p> <p><b>Ancient Greece</b>  <b>Historical Enquiry – Key Question</b> –  <b>Significant People</b> – Zeus, Apollo, Athena  <b>Significant Events – First Olympic Games</b>  <b>Chronological Understanding</b> - Use relevant terms and period labels. Make comparisons between different times in the past. Know and sequence key events of time studied.  <b>Comparisons/ Causes &amp; Effects</b> - Examine how Ancient Greeks have impact on life as we know it today. Compare life in Ancient Greece and late ‘times’ studied. Compare Ancient Greece with Ancient Egypt. Study different aspects of different people – differences between men and women  <b>Information Sources</b> - Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.  <b>Human Geography</b> - Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?.</p>	<p><b>Indonesia – International Studies Week</b>  <b>Significant Events -</b>  <b>Fieldwork Enquiry – Key Question</b> –  <b>Location</b> - Locate the main countries of Asia, including Indonesia. Identify the position and significance of Equator, N. and S. Hemisphere. Identify capital cities of Europe. Understand why areas of environmental biomes occur on the world map (latitude and longitude). Identify the position and significance of Tropics of Cancer and Capricorn.  <b>Map Work-</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references.</p> <p><b>Natural Disasters</b>  <b>Significant Events – 2004 Boxing Day Tsunami, Mt Vesuvius Eruption</b>  <b>Fieldwork Enquiry – Key Question</b> – What makes the Earth angry?  <b>Location</b> - Locate the tectonic plate boundaries and countries on them. On a world map, locate areas of similar environmental climate zones such as: desert, polar, temperate, arctic and rainforest.  <b>Physical Geography-</b> Physical geography, including: climate zones, and vegetation belts (link to work on Rainforest)  <b>Map Work-</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references.</p> <p><b>Decade Day – 1940s</b>  <b>Significant People</b> –  <b>Significant Events</b> -</p>	<p><b>Poland- European Studies Week</b>  <b>Historical Enquiry – Key Question</b> – Why was Poland so influential in World War II?  <b>Significant People</b> – Adolf Hitler, Anne Frank  <b>Significant Events – World War II, The Holocaust</b>  <b>Location-</b> Locate the main countries of Europe inc. Russia.  <b>Map Work-</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references.</p> <p><b>World War II</b>  <b>Significant People</b> – Neville Chamberlain, Anne Frank, Adolf Hitler  <b>Significant Events</b> - The Holocaust  <b>Historical Enquiry – Key Question</b> – Was the World War II necessary?  <b>Chronological Understanding</b> - Use relevant terms and period labels. Make comparisons between different times in the past. Know and sequence key events of time studied. <b>Comparisons/ Causes &amp; Effects</b> - Examine causes and results of WWII and the impact on people. Compare life in early and late ‘times’ studied. Study different aspects of different people – differences between men and women.  <b>Information Sources</b> - Taking on the role of a prisoner in Auchwitz through using images of real people who worked and lived there.</p>
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	<p><b><u>The Vikings</u></b>  <b>Historical Enquiry – Key Question</b> – Were the Vikings always victorious and vicious?  <b>Chronological Understanding</b> - Use relevant terms and period labels. Make comparisons between different times in the past. Know and sequence key events of time studied.  <b>Comparisons/ Causes &amp; Effects</b> - Examine how Vikings have impact on life as we know it today. Compare life in Vikings and Ancient Greece. Compare Vikings with Romans. Study different aspects of different people – differences between men and women.  <b>Information Sources</b> - Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events  <b>Human Geography</b> - Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?.</p>		
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<p><b>Year 6</b></p>	<p><b><u>London – Cultural Studies Week</u></b>  <b>Significant People</b> –  <b>Fieldwork Enquiry – Key Question</b> –  <b>Location</b> - Compare 2 different regions in UK rural/urban: London and Stockton (Cultural Studies Week).  <b>Human Geography</b> - Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)  <b>Physical Geography-</b>  <b>Map Work-</b> Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p>	<p><b><u>United States of America – International Studies Week</u></b>  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Fieldwork Enquiry – Key Question</b> –  <b>Location</b> - Locate the main countries in North America. Identify their main environmental regions, key physical and human characteristics. Locate and name principal cities of North and South America. Linking with local History, map how land use has changed in local area over time. Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on</p>	<p><b><u>Germany- European Studies Week</u></b>  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Historical Enquiry – Key Question</b> –    <b><u>First World War</u></b>  <b>Significant People</b> –  <b>Significant Events</b> -  <b>Historical Enquiry – Key Question</b> –</p>
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# Whitehouse Primary School – Humanities Curriculum Map



## Victorian Changes

**Significant People** –

**Significant Events** -

**Historical Enquiry – Key Question** –

**Chronological Understanding** - Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.

**Comparisons/ Causes & Effects** - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.

**Information Sources** - Link Sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.

## Trash/South America

**Significant Events** -

**Fieldwork Enquiry – Key Question** –

**Location** - Locate the main countries in South America. Identify their main environmental regions, key physical and human characteristics. Locate and name principal cities of North and South America. Linking with local History, map how land use has changed in local area over time. Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.

**Human Geography** - Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)

**Physical Geography-**

**Map Work-** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.

St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.

**Human Geography** - Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)

**Physical Geography-**

**Map Work-** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.

## History of Mystery and Magic

**Significant People** –

**Significant Events** -

**Historical Enquiry – Key Question** –

**Chronological Understanding** - Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.

**Comparisons/ Causes & Effects** - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.

**Information Sources** - Link Sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.

## Decade Day – 1920s

**Significant People** –

**Significant Events** -

**Chronological Understanding** - Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.

**Comparisons/ Causes & Effects** - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.

**Information Sources** - Link Sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.





# Whitehouse Primary School – Humanities Curriculum Map

