Humanities **History**

NON-FICITION WRITING is across Literacy, Humanities and Religious Education.						
KS1 NON-FICITION WRITING IN HISTORY						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Toys Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Are all your toys better than the toys from the past?* Key vocabulary to learn and remember Disciplinary vocabulary - past, present, old, new, similar, different, change, evidence Unit vocabulary – toy, material, wooden, plastic, metal, handmade, factory-made, mechanical, electronic		**Significant People Grace O'Malley** This unit encourages pupils to explore the past by examining their ideas about pirates, with reference to Grace O'Malley. The key question leads children to consider what the characteristics of a pirate are and to challenge stereotypes in the light of historical enquiry. The key question also leads to an understanding of the complexities of the life and values of a significant woman living in the 16th /17th century. Was Grace O'Malley really a pirate? Key vocabulary to learn and remember Disciplinary vocabulary - past, significant, evidence, source, enquiry, century, stereotype Unit vocabulary - pirate, sailor, ship, Ireland, clan, chieftain, trade, voyage	**Significant People Ibn Battuta** In this unit, children are introduced to the lives of explorers and the different challenges they met when travelling the world. The unit is structured around three history enquiries: Who are explorers and where have some explorers travelled in different periods of time? Who was Ibn Battuta and when did he travel? How important was Ibn Battuta? Key vocabulary to learn and remember Disciplinary vocabulary - past, significant, chronology, source, evidence, enquiry Unit vocabulary - explorer, traveler, journey, voyage, Morocco, pilgrimage, Muslim, travel	**Significant People Elizabeth I** Elizabeth I was Queen of England and Ireland from 17 November 1558 until her death in 1603. She refused to marry. She could read and write seven languages and loved sweets! Why Did Queen Elizabeth encourage overseas exploration? **Sarah Forbes Bonetta** Sarah Forbes Bonetta – we don't even know her real name – was an African princess, a slave in West Africa, a goddaughter of Queen Victoria, a wife, mother, and missionary teacher. Does that make her a Significant Individual in Victorian times? And today? This unit explores her life and times to try to answer some of these questions. Is life always great for a princess? Key vocabulary to learn and remember Disciplinary vocabulary - past, significant, chronology, source, evidence, similarity, difference Unit vocabulary - monarch, queen, reign, exploration, Victorian, princess, slavery, missionary	**Local History The High Street since 1950** This unit is structured around a history enquiry theme of comparison between then and now with a focus on local history using a range of resources. What was the High Street like before? How has the High Street changed? What was in these shops before? What was it like to shop for food? How were my goods packaged or stored? How did I pay for my purchases? How has my High Street changed since the 1950s? Key vocabulary to learn and remember: Disciplinary vocabulary - past, present, change, continuity, similarity, difference, source, evidence Unit vocabulary - high street, shop, goods, packaging, purchase, local area, 1950s, shopping

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Walter Tull Who was Walter Tull and when did he live? Did Walter have a happy or terrible childhood? Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? What was it like for Walter when he played football at a match in Bristol? How did Walter help our country during WWI? What is special about Walter Tull and Nicola Adams? *Who was Walter Tull - why is he a significant person? What can we learn from his attitude and actions?* Key vocabulary to learn and remember: Disciplinary vocabulary - past, present, significant, source, evidence, similarity, difference, chronology Unit vocabulary - footballer, soldier, First World War, officer, army, childhood, discrimination	**The Great Fire of London** Know when and why the Great Fire of London started, how long it lasted and how it was stopped. How do we know about the Great Fire of London? Who was Samuel Pepys? What happened after the fire? Who was Christopher Wren? What did he do for London after the fire? *How did the Great Fire of London impact London?* Key vocabulary to learn and remember: Disciplinary vocabulary - past, source, evidence, eyewitness, cause, consequence, change, chronology Unit vocabulary - Great Fire, London, bakery, Pudding Lane, Samuel Pepys, diary, Christopher Wren, St Paul's Cathedral	**Ruling and Religion** Stories about significant rulers from the past give students an understanding of key ideas related to early rulers, such as struggles for power and religious influence. They learn about specific rulers from different times and places helping students build a chronological framework. This unit uses and builds on the knowledge of culture, communities, and conflict pupils gained in their study of traditional stories from the distant past and stories of seafaring over time. 1. Eleanor, Duchess of Aquitaine 2. Eleanor and the Second Crusade 3. Eleanor, Queen of England 4. Mansa Musa of Mali 5. Mansa Musa and the Hajj 6. Mansa Musa and Timbuktu 7. The half-sisters Elizabeth and Mary 8. Elizabeth I - the queen who did not marry 9. Queen Elizabeth and the Spanish Armada 10. The birth of Nūr Jahān, 'sun among women' 11. Nūr Jahān's journey to becoming Emperor Jahāngīr's wife 12. Nūr Jahān, wielder of the imperial seal Key vocabulary to learn and remember: Disciplinary vocabulary - chronology, ruler, power, conflict, cause, consequence, significant, source Unit vocabulary - monarch, queen, empire, religion, crusade, pilgrimage, Hajj, imperial		**The Stone Age** What was Doggerland? Who were the Hunters and gatherers? What do we mean by 'pre-historic'? What kind of animals did our human ancestors hunt? How did our human ancestors begin to make records without written words? *How do we know about the Stone Age*? Key vocabulary to learn and remember: Disciplinary vocabulary - prehistoric, chronology, evidence, source, artefact, archaeology, continuity, change Unit vocabulary - Stone Age, Doggerland, hunter-gatherer, ancestor, hunting, gathering, cave art, nomadic	**The Neolithic Age** What does 'Neolithic period' mean (NEW Stone Age)? Why was it described as modern? What was their technology? How was farming organised? How did communities gather? What would a meal be like in the Neolithic Age compared to the Stone Age? *How do we know about the Neolithic Revolution in Britain??* Key vocabulary to learn and remember: Disciplinary vocabulary - chronology, evidence, source, archaeology, change, continuity, cause, consequence Unit vocabulary - Neolithic, farming, agriculture, settlement, community, domestication, technology, revolution

Humanities **Geography**

KS 1						
NON-FICITION WRITING in KS1 is across Literacy and Humanities and Science.						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	United Kingdom **Local Area - Human and Physical Features** The aim of this unit is for pupils to: 1. Understand what a settlement is and how types of settlement differ. 2. Understand that they live in London, which is a city in England. 3. Know what human and physical features are. 4. Identify the human and physical features in their local area. This unit is the first step in children understanding the environment around them. It is designed to give pupils a basic understanding of these key concepts, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the physical environment. Key vocabulary to learn and remember Disciplinary vocabulary - location, settlement, human feature, physical feature, environment, local area Unit vocabulary - village, town, city, London, England, building, road, park	**United Kingdom** **Local Area - Maps** **Fieldwork - Local Area Study - Our School** The aim of this unit is for pupils to: 1. Understand the basic principles of maps 2. Understand a map's purpose and how to use it. 3. Review human and physical features in their local area. This unit builds upon the knowledge of human and physical features from the previous Year 1 unit. This unit gives pupils the opportunity to develop skills, which will underpin their geography knowledge throughout school: it will teach them how to read maps and how to use fieldwork skills to study their environment. Key vocabulary to learn and remember Disciplinary vocabulary - map, fieldwork, location, direction, symbol, key, human feature, physical feature Unit vocabulary - school, local area, route, road, building, park, landmark	**Routes and journeys** The aim of this unit is for pupils to: 1. Know what is the difference between a route and a journey. 2. Know what is the best way to convey a route that we know to another person. 3. Know why routes sometimes twist and bend rather than taking a straight line. This unit gives the opportunity for pupils to understand that a journey is a concept and can apply to people, animal or things and a route is a precise description of how you get there. Key vocabulary to learn and remember Disciplinary vocabulary - route, journey, direction, location, distance, map Unit vocabulary - destination, start, finish, straight, bend, turn, left, right	**United Kingdom** **Edinburgh** The aim of this unit is for pupils to: 1. Know that Edinburgh is the capital city of Scotland and understand where it is located within the UK. 2. Know and be able to identify important landmarks in Edinburgh and understand which are human features and which are physical features. This unit gives the opportunity for pupils to see human and physical features in a different context and revise them from previous Year 1 units. This unit is the foundation for children's learning in Year 2, where they study the whole of the UK and its countries. Key vocabulary to learn and remember Disciplinary vocabulary - location, capital city, human feature, physical feature, landmark, map Unit vocabulary - Edinburgh, Scotland, United Kingdom, castle, hill, city	**World** **Continents and Oceans** The aim of this unit is for pupils to: 1. Name and locate the 7 continents. 2. Name and located the 5 oceans. 3. Understand how to use a map to locate continents and oceans. This unit is the first introduction to continents and oceans. This unit will provide foundation knowledge, which will support their geography learning across school. In Year 2, they will study a country in a different continent and in KS2 they will study a variety of locations in South America, North America, and Europe. Key vocabulary to learn and remember Disciplinary vocabulary - continent, ocean, locate, location, map, globe Unit vocabulary - Africa, Antarctica, Asia, Europe, North America, South America, Australia/Oceania; Atlantic, Pacific, Indian, Arctic, Southern	**World** **Biomes Around the World** The aim of this unit is for pupils to: 1. Understand that the earth's temperatures are hotter on the equator and colder at the North and South Poles. 2. Understand what a biome is. 3. Understand the environmental differences between a biome near the poles and a biome near the equator. This unit will introduce the ideas of biomes and climate differences due to proximity to the equator and North and South Poles. This will be extremely important as pupils progress through the curriculum, as it will provide a foundation for understanding climate differences around the globe when pupils will study a variety of locations in South America, North America, and Europe. Key vocabulary to learn and remember: Disciplinary vocabulary- biome, climate, temperature, environment, location, Equator Unit vocabulary - North Pole, South Pole, polar, hot, cold, rainforest, desert

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	United Kingdom **S.E. England** *Locational knowledge* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *Human and physical geography* 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 Key vocabulary to learn and remember Disciplinary vocabulary - location, locate, region, human geography, physical geography, weather, seasonal, pattern Unit vocabulary - United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, surrounding seas	**Where we live** *Locational knowledge* What is the local area like around our school? What could we see if we alked around the area? Are all the buildings the same? What is the newest building? What is the oldest? Why were the buildings built? What does drone footage / arial map look like of our area? What sounds can we hear? What does Google Streetview reveal about our local area? *Would you like to see anything change in the local area?* Key vocabulary to learn and remember Disciplinary vocabulary - local area, location, settlement, land use, human feature, physical feature, fieldwork Unit vocabulary - building, aerial map, street, road, neighbourhood, old, new	**United Kingdom -Life in a capital city: London** **Threads** • Economic activity • Land use and settlement • The UK and regions • Water and rivers **Lessons in unit** 1. Locating London 2. London as a capital city 3. London travel and transport 4. London parks and green spaces 5. The River Thames 6. Planning a day out in London Key vocabulary to learn and remember Disciplinary vocabulary - location, capital city, economic activity, land use, settlement, transport, human feature, physical feature Unit vocabulary - London, River Thames, park, green space, transport, travel	**Cold places: what is it like at the North and South Poles?** **Threads** • Climate and weather • Earth geometry • Land use and settlement • Physical processes **Lessons in unit** 1. The world's cold places 2. Locating the North and South Poles 3. The North Pole and the Arctic 4. The South Pole and the Antarctic 5. Arctic wildlife 6. Antarctic wildlife 7. Living in the Arctic 8. Living in the Antarctic Key vocabulary to learn and remember Disciplinary vocabulary - location, climate, weather, temperature, physical process, settlement Unit vocabulary - North Pole, South Pole, Arctic, Antarctic, polar, ice, wildlife	**Hot places: where are they and what are they like?** **Threads** • Climate and weather • Earth geometry • Land use and settlement • Natural resources • Physical processes **Lessons in unit** 1. The world's hottest places 2. Tropical rainforests: climate and location 3. Hot deserts: climate and location 4. Visiting the hot places of the world Key vocabulary to learn and remember Disciplinary vocabulary - location, climate, weather, temperature, physical process, natural resource Unit vocabulary - Equator, tropical rainforest, desert, hot, rainfall, vegetation	**What is it like to live in Jamaica?** **Threads** • Americas and regions • Diversity • Economic activity • Land use and settlement • Natural resources **Lessons in unit** 1. The Caribbean location and UK connections 2. Jamaica's location and climate 3. Key physical and human features of Jamaica 4. Similarities and differences: Kingston in Jamaica 5. Farming in Jamaica 6. Going on holiday to Jamaica: Key vocabulary to learn and remember Disciplinary vocabulary - location, region, climate, economic activity, land use, settlement, natural resource, human feature, physical feature Unit vocabulary - Jamaica, Caribbean, Kingston, island, farming, tourism, holiday