



# St Mary's Church of England Primary School



## Humanities Medium Term plan 2022-2033

|                  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| <b>Reception</b> | Topic:<br>Seasons / Weather<br>Environment<br>All about me   | London Landmarks<br>Transport   | People who help us<br>Food / Shopping   | We do like to be<br>beside the seaside /<br>weather and seasons   |  | Local Heroes<br>Links to local area  |
| <b>Year 1</b>    | Geography:<br>Our Local Area – Islington<br>Trip Idea: Museum of Islington<br><ul style="list-style-type: none"><li>• identify the significant features (landmarks) of their local area and consider viewpoints in relation to this</li><li>• compare journeys and landscapes and understand near/far, often/rarely</li><li>• learn about maps, map-making and symbols</li></ul> | History:<br>My Family History<br><ul style="list-style-type: none"><li>• develop an awareness of the past</li><li>• know where the people and events they study fit within a chronological framework</li><li>• identify similarities and differences between ways of life in different periods</li><li>• use a wide vocabulary of everyday historical terms</li></ul> | Geography:<br>People and their Communities – comparing and contrasting<br><ul style="list-style-type: none"><li>• name and locate the world's seven continents</li><li>• learn about the human and physical geography of a small area in several non-European countries</li><li>• read images, maps, atlases and globes</li></ul> | History:<br>The Greatest Explorers<br>Trip Idea: Greenwich museum<br><ul style="list-style-type: none"><li>• know where the people they study fit within a chronological framework</li><li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li><li>• understand some of the ways in which we find out about the past</li></ul> | Geography:<br>Animals and their Habitats<br>Trip Idea: Natural History Museum<br><ul style="list-style-type: none"><li>• name and locate the world's seven continents and five oceans</li><li>• use world maps, atlases and globes to identify countries, continents and oceans</li><li>• use simple fieldwork and observational skills.</li></ul> | History:<br>Great Inventions – Transport<br>Trip Idea: Transport museum<br><ul style="list-style-type: none"><li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li><li>• know where the people and events they study fit within a chronological framework</li></ul> |

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|               |   | <ul style="list-style-type: none"> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul>                          | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• use basic geographical vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>• identify different ways in which it is represented</li> <li>• ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>• use parts of sources to show that they know and understand key features of events</li> <li>• use common words and phrases relating to the passing of time.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify similarities and differences between ways of life in different periods.</li> </ul> |
| <b>Year 2</b> | Geography:<br>Seasons<br>Trip Idea: Science Museum<br><br><ul style="list-style-type: none"> <li>• develop locational and place knowledge about their locality, and the UK as a whole</li> <li>• understand basic subject-specific vocabulary relating to physical geography</li> </ul> | History:<br>Bonfire Night and the Great Fire of London<br>Trip Idea: Museum of London<br><br><ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• choose and use parts of stories and other sources that they know</li> </ul> | Geography:<br>Journeys – Food – comparing and contrasting<br>Trip Idea: Pizza Express<br><br><ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through</li> </ul> | History:<br>Holidays<br>Trip Idea: Islington Museum<br><br><ul style="list-style-type: none"> <li>• learn about changes within living memory</li> <li>• understand historical concepts such as continuity and change, similarity and difference</li> </ul>  | Geography:<br>Our Wonderful World, focus: maps<br><ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the seven continents and oceans</li> <li>• use world maps, atlases and globes</li> <li>• understand geographical similarities and</li> </ul> | History:<br>Our Local London Heroes<br>(Maggie Aderin-Pocock)<br><br><ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> <li>• identify seasonal and daily weather patterns in the UK</li> <li>• use simple fieldwork and observational skills in their school, its grounds and surroundings</li> <li>• use and construct basic symbols in a key</li> </ul> | <p>and understand key features of events</p> <ul style="list-style-type: none"> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• know where events they study fit within a chronological framework.</li> </ul> | <p>studying nearby food growing or production</p> <ul style="list-style-type: none"> <li>• use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas</li> <li>• use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> | <ul style="list-style-type: none"> <li>• ask historically valid questions</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• ask and answer questions</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> <li>• use a wide range of everyday historical terms</li> <li>• use parts of stories and other sources to show they know and understand key features of events</li> <li>• use sources to show they know and understand the past</li> <li>• suggest reasons why changes took place</li> </ul> | <p>differences when studying both human and physical geography</p> <ul style="list-style-type: none"> <li>• identify the locations of hot and cold areas around the world</li> <li>• use basic vocabulary to refer to physical and human features</li> <li>• develop knowledge about the world.</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• study significant historical people and places in their own locality</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• choose parts of sources to show that they know and understand key features of events</li> <li>• use a wide vocabulary of everyday historical terms.</li> </ul> |
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## NC Objectives – KS2

The national curriculum for physical education aims to ensure that all pupils:

Pupils should be taught to:

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| <b>Year 3</b> | <p>History:</p> <p>The Stone Age in prehistoric Britain</p> <p>Trip Idea: Museum of London</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• develop the appropriate use of historical terms, and note connections and contrasts over time</li> <li>• construct informed responses that involve the selection of relevant historical information</li> <li>• regularly address historically valid questions about similarity and difference</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> </ul> | <p>Geography:</p> <p>Climate and Weather, map work</p> <p>Trip Idea: Natural History Museum</p> <ul style="list-style-type: none"> <li>• locate some of the world's climate zones on a globe or map, name examples and have some understanding of them</li> <li>• extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations</li> <li>• describe and give examples of the variety of biomes and vegetation belts</li> <li>• use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts</li> <li>• identify the world's hottest, coldest, wettest and driest locations.</li> </ul> | <p>History:</p> <p>The Bronze Age and the Iron Age in prehistoric Britain</p> <p>Trip Idea: Museum of London/British Museum</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, similarity and difference</li> <li>• develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> | <p>Geography:</p> <p>Where we are on Earth</p> <ul style="list-style-type: none"> <li>• improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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)</li> <li>• practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied</li> <li>• use the eight points of the compass to build their knowledge of the wider world.</li> </ul> | <p>History:</p> <p>Local history of Islington through time</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British and local history</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historical valid questions about change, cause, similarity, difference and significance</li> <li>• construct informed responses that involve selection of relevant information</li> <li>• understand how our knowledge of the past is</li> </ul> | <p>Geography:</p> <p>Coasts</p> <ul style="list-style-type: none"> <li>• extend their knowledge and understanding beyond the local area to include more of the UK</li> <li>• name and locate (some) counties and cities of the UK</li> <li>• learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time</li> <li>• understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain)</li> </ul> |

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|               | <ul style="list-style-type: none"> <li>• establish clear narratives within and across the periods they study.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• address historically valid questions about trends and significance.</li> </ul>   |  | constructed from a range of sources.  | <ul style="list-style-type: none"> <li>• describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety</li> <li>• consider tourism, as both an economic and a pleasurable activity</li> <li>• think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.</li> </ul> |
| <b>Year 4</b> | <p>History:<br/>The Ancient Egyptians</p> <ul style="list-style-type: none"> <li>• study the achievements of the earliest civilisations</li> <li>• develop a chronologically secure knowledge and understand of British, local and world history</li> <li>• note connections, contrasts and trends over time</li> </ul> | <p>Geography:<br/>The Americas &amp; map work</p> <ul style="list-style-type: none"> <li>• enhance their locational and place knowledge</li> <li>• focus on North and South America, concentrating on their environmental regions, key physical and human characteristics,</li> </ul> | <p>Geography:<br/>Rivers and the Water Cycle</p> <ul style="list-style-type: none"> <li>• name and locate some of the UK's and the world's most significant rivers and mountain environments</li> <li>• learn about the features of a named river (the River Thames) in the UK, from source to mouth</li> </ul> | <p>History:<br/>Roman Britain</p> <p>Trip Idea: British Museum</p> <p>London Mithraeum</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about</li> </ul> | <p>Geography:<br/>Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> <li>• describe and understand the key aspects of volcanoes and earthquakes</li> <li>• understand that the distribution of earthquakes and volcanoes follows a pattern</li> </ul> | <p>History:<br/>Crime and Punishment – Middle Ages in Britain</p> <p>Trip Idea: Museum of London</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> </ul>   |

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|               | <ul style="list-style-type: none"> <li>• develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• address and devise historically valid questions about similarity, difference and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> | <p>countries, states and (some) major cities</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through looking at regions in North and South America</li> <li>• begin to associate weather/climate with landscape and environment</li> <li>• use maps, atlases, globes and digital/ computer mapping</li> <li>• learn to use the eight points of a compass</li> </ul> | <ul style="list-style-type: none"> <li>• learn how rivers and mountains are formed</li> <li>• identify some of the processes associated with rivers</li> <li>• understand where rivers and mountains fit into the water cycle.</li> </ul> | <p>change, cause and significance</p> <ul style="list-style-type: none"> <li>• construct informed responses that involve the thoughtful selection and organisation of historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about similarity and difference.</li> </ul> | <ul style="list-style-type: none"> <li>• be introduced to plate tectonics.</li> <li>• learn about the 'Pacific Ring of Fire'.</li> </ul> | <ul style="list-style-type: none"> <li>• establish clear narratives over periods of study</li> <li>• note connections, contrasts and trends over time and develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• address historically valid questions about continuity, and change and cause</li> <li>• address and devise historically valid questions about continuity and change, similarity and difference, and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> |
| <b>Year 5</b> | History:<br>The Anglo-Saxons-<br>Britain's settlement  | Geography:<br>Changes in our Local<br>Environment   | History:<br>The Vikings – raids and<br>invasion   | Geography:   | History:<br>Journeys   | Geography:<br>Journeys – Clothes<br><ul style="list-style-type: none"><li>• describe and understand key</li></ul>   |

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|  | <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• develop the appropriate use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• note connections, contrasts and trends over time</li> <li>• regularly address and devise historically valid questions about significance.</li> </ul> | <ul style="list-style-type: none"> <li>• name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the UK</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> </ul> | <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods</li> <li>• develop the appropriate use of historical terms</li> <li>• address historically valid questions about cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>• note contrasts and connections over time.</li> </ul> | <p>Europe – A Study of the Alpine Region, map&amp; field work</p> <ul style="list-style-type: none"> <li>• use maps to focus on countries, cities and regions in Europe</li> <li>• be taught to understand a region of another European country</li> <li>• be taught to understand some of the physical and human processes that shape a region</li> <li>• extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features</li> </ul> | <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• establish clear narratives</li> <li>• address and devise historically valid questions about significance and cause and change</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time.</li> </ul> | <p>aspects of 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> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> |
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|               |   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |  |   |   |  |
| <b>Year 6</b> | <p>History:</p> <p>The Maya Civilization</p> <p>Trip Idea: British Museum</p> <ul style="list-style-type: none"> <li>• establish clear narratives within and across periods they study</li> <li>• regularly address historically valid questions about similarity and difference and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time</li> </ul> | <p>Geography:</p> <p>South America – The Amazon, comparing and contrasting</p> <ul style="list-style-type: none"> <li>• extend their knowledge and understanding beyond their local area to include South America</li> <li>• develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> <li>• locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics,</li> </ul> | <p>History:</p> <p>What did The Ancient Greeks for do the modern world?</p> <ul style="list-style-type: none"> <li>• develop the use of historical terms</li> <li>• address and devise historically valid questions</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• continue to develop a chronologically secure knowledge and understanding of world history</li> </ul> | <p>Geography:</p> <p>Protecting the environment</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of the distribution of natural resources including energy, minerals and water</li> <li>• use maps, atlases and globes to locate countries and describe features studied</li> <li>• use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local</li> </ul> | <p>History:</p> <p>The Impact of WW2. Significant turning points in British history</p> <p>Trip Idea: Imperial war museum</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• address and devise historically valid questions about change, cause and significance</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> </ul> | <p>Islington and our world in the future</p> <p>Trip Idea: Metropolitan Archives</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: – physical geography – human geography</li> <li>• learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK</li> <li>• use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about change, cause and significance.</li> </ul> | <p>countries and major cities</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region in South America</li> <li>• Describe and understand key aspects of physical and human geography</li> <li>• Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.</li> </ul> | <ul style="list-style-type: none"> <li>• consistently answer and ask historically valid questions about similarity and difference.</li> </ul> | <p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <ul style="list-style-type: none"> <li>• note connections, contrasts and trends</li> <li>• construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>• develop the use of appropriate historical terms.</li> </ul> |  |
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