

Intent:
 The Humanities curriculum will inspire pupils to be curious and fascinated about the world and its people and to want to know more about people and events from the past.
 Pupils will develop a knowledge of similarities and differences in order to build coherent knowledge about the world in which they live.
 Pupils will become familiar with their community in order to build understanding of their own world.
 Pupils will explore past and present in order to develop perspective and judgement.

**Learning Outcomes
 Knowledge and Skills
 To know, to use, to apply...**

**Links to:
 Literacy, Numeracy, SMSC,
 Gatsby Benchmarks**

Geography

People and Communities:

Is curious about people and shows interest in stories about themselves and others.
 Enjoys pictures and stories about themselves, their families and other people.
 Learns that they have similarities and differences that connect them to, and distinguish them from, others.
 Explore differences and similarities between communities.
 Develop a positive attitude towards differences amongst people.
 Explore their community and the people that live in it.
 Explore different cultures.
 Explore the concept of here and there.

The World:

Notices detailed features of objects in their environment.
 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 Develops an understanding of growth, decay and changes over time.
 Shows care and concern for living things and the environment

Geographical Skills:

Consolidates a sense of place and direction (for example, they can follow set routes around familiar places).
 Show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places (for example, 'cars here' on a noisy street, 'cars gone' in the park).
 Can answer simple questions about places and people (for example, 'Who can help us?')
 Start to sort and classify objects in terms of simple features or properties (for example, pebbles or rocks found on a local walk, according to colour or size).
 Understands the differences between the physical/natural and human/made features of places.
 Uses pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas.
 Shows what they think about different people and environments and answers simple questions about places and people (for example, 'What can you buy in this shop?', 'What can you do in the park?').

History

Past and present:

Remembers and talks about significant events from their own experience.
 Know they took part in past events and listen and respond to familiar stories about their own past.
 Examine their own life and recognise somethings occurred in the past.
 Explore changes within living memory.

Literacy:

Reading

Look at pictures
 Reading with support
 Reading independently
 Talk or write about text/pictures
 Ask questions
 Answer questions
 Give opinion
 Listen to an opinion
 Role play
 Develop vocabulary
 Comprehend
 Infer information
 Research

Writing

Write with support
 Write independently
 Write for a purpose
 Present work
 Correct own work
 Act on feedback

GPS

Correct punctuation
 Speak coherently
 Take part in discussion
 Use new vocabulary
 Present information and opinions

Numeracy:

Chronology and sequences
 Time

SMSC:

Spiritual

To enjoy learning about themselves and others.
 To be able to reflect on their experiences.

Begin to communicate about activities and events in the past (for example, saying or signing 'baby toys') in response to personal items from their own early childhood.
Recognise and make comments about themselves and people they know in pictures of the more distant past.
Recognise some obvious distinctions between the past and the present in their own lives and communicate about these (for example, noting their attendance at a different school in the past).

Historical Skills:

With some prompting or support, answer simple questions about historical artefacts and buildings (for example, identifying a bowl as being made out of wood).
Begin to pick historical artefacts out from collections of items (for example, identifying old plates, items of clothing or hand tools).

Moral

To appreciate British Values.

Social

To participate, volunteer and cooperate with others.
To use a range of social skills to work and socialise with others.

Cultural

To learn about and explore concepts of religions and beliefs as well as the cultural lives of people in our diverse society.
To be willing to participate in cultural opportunities across the curriculum.

Gatsby Benchmarks:

4. Linking curriculum learning to careers

Core Vocabulary:

Geography

People, community, place, same, different, environment, natural, man-made.

History

Past, present, change, now, then.

Intended impact:

Pupils will develop curiosity to ask questions about the world in which they live.

Pupils will have knowledge about and be able to discuss their world (family/friends). They will understand some people are different and some are similar to people within their own world. They will begin to use basic subject-specific vocabulary and skills, including observations and experiences, to enhance their locational awareness and will begin to understand the concept of now and then.



