

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 have knowledge about diverse places, people, resources and natural and human environments in order to understand Earth's features.

Pupils will develop deep understanding of the Earth's key physical and human processes and how these contribute to the formation and use of landscapes and environments.

Pupils will develop knowledge about the world, the United Kingdom and their locality.

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.

Pupils will be curious to know more about the past in order to have a better understanding of the impact historical events have had on the world.

Pupils will identify similarities and differences between ways of life in different periods.

Pupils will develop coherent knowledge and understanding of Britain's past and the wider world in order to develop an inquiring mind.

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

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

Geography**Continents and Oceans:**

Name and locate the world's seven continents and five oceans.
Explore and examine the world using atlas and maps.

The United Kingdom:

Identify the UK on a world map.
Identify the four countries of the UK.
Identify the four capital cities of the UK.
Understand the difference between a city, town and village.
Identify seasonal and daily weather patterns in the United Kingdom.

Where I Live:

Examine the human and physical geography of Doncaster.
Recognise the physical/natural and human features of Doncaster (for example, identifying buildings and their uses).

Geographical Skills:

Use simple geographical language to communicate their ideas about Doncaster and the UK.
Respond to simple questions about places.
Recognise simple symbols or representations on maps and plans.
Express their views on features of the environment.
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

History**Changes within Living Memory:**

Examine aspects of change in national life.
Investigate significant historical events, people and places in Doncaster.
Investigate events beyond living memory that are significant nationally.

Historical Figures:

Able to identify one historical figure and explain they are from the past.
Able to explain the national impact of the figure's achievements.
Able to discuss what life was like when this historical figure was alive.

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

Historical Skills:

Pupils indicate if personal events and objects belong in the past or present.
 Use some common words, signs or symbols to indicate the passage of time (for example, now/then, today/yesterday).
 Recount episodes from their own past and some details from other historical events with prompts (for example, past school or local events).
 Answer simple questions about historical stories and artefacts.

SMSC:**Spiritual**

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

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**

Physical, human, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, continent, atlas, map, globe.

History

Past, present, change, difference, similarities, local, national, international, life, then, now.

Intended impact:

Pupils will develop curiosity to ask perceptive questions about the world in which they live. Pupils will have knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will begin to develop a coherent knowledge and understanding of Britain's past. Pupils will have knowledge of historical figures that have contributed to the UK and modern lives. Pupils will be able to discuss what life was like during one historical period and compare this with modern life.

SCHOOL