Humanities (spaced learning) Summary Document 2024- 2025 **History (blue) Geography (green)**

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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Reception** | **Super Hero**  **Super Me**  Me & My Family | **Fabulous Festivals**  Diwali  Bonfire Night Christmas | **Space & Sky**  Neil Armstrong  & the Moon | **A Significant Scientist in History**  **TBC**  **Julia Donaldson (author)** | **Sea & Sail Journeys**  Transport | **A Royal Party**  The Royal family  &  significant royal events/celebrations |
| **Year 1** | **The UK** | | **London and Holmes Chapel** | | Human and physical geography and locational knowledge necessary to understand the science work being taught. Revisiting geographical map and fieldwork skills. | |
| **Significant historical events people and places**  **Beyond living memory:**  The Great Fire of London | **Changes overtime nationally:**  Homes & life in London (move into summer???) |  | |
| **Changes within living memory**  **Local study:**  Holmes Chapel  & houses over time | |
| **Year 2** | **India – Chembakolli** | | **Local study:**  **A famous landmark**  The History of Jodrell Bank  (Invented by Sir Bernard Lovell) | | **The lives of children during WW2** | |
| History: relationship between India and UK, trade of tea historically – when it began, why. | | Human and physical geography and locational knowledge necessary to understand the history work being taught. Revisiting geographical map and fieldwork skills. | | Human and physical geography and locational knowledge necessary to understand the history work being taught. Revisiting geographical map and fieldwork skills. | |
| **Year 3** | Stone Age-Iron Age  **Changes in Britain Stone Age to Iron Age 3000 BC – 750 BC** | **Contrasting environments - Artic and Antarctica** |  | **Contrasting environments - deserts** | Ancient Egypt  **Focused study:**  **The achievements of the earliest civilizations; an overview of where and when the first civilizations appeared** | **Contrasting environments –**  **rainforests** |

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| **Year 4** | (Glorious Grasslands – science based unit) | | Ancient Greece  **Study of Greek life and achievements and their influence on the Western World** | | **Rivers** | The Roman Empire **and its impact on Britain** | **Coasts** |
| Human and physical geography and locational knowledge necessary to understand the science work being taught. Revisiting geographical map and fieldwork skills. | | Human and physical geography and locational knowledge necessary to understand the history work being taught. Revisiting geographical map and fieldwork skills. | |
| **Year 5** | **Mountains - part 1** | Vikings & Anglo-Saxon Scots  **Britain’s settlement by the Anglo-Saxon and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** | Vikings & Anglo-Saxon Scots | **Mountains – part 2**  **–** field trip to Snowdonia as part of residential | | Baghdad c. AD900  **Focused study: A non-European society that provides contrasts with British history; a study chosen from Early Islamic Civilization** | |
| Human and physical geography and locational knowledge necessary to understand the history work being taught. Revisiting geographical map and fieldwork skills. | Human and physical geography and locational knowledge necessary to understand the history work being taught. Revisiting geographical map and fieldwork skills. | |
| **Year 6** | **Study of the UK –**  **On our doorstep** | | Transport **Focused combined local study:**  **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** | | | Science – adaptation  classification |  |
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| The Windrush and the first Caribbean settlers and why they came, riots and discrimination against them, beginning of the Nottinghill Carnival | | Human and physical geography and locational knowledge necessary to understand the science work being taught. Revisiting geographical map and fieldwork skills. | | | Charles Darwin and Carl Linnaeus |
| Human and physical geography and locational knowledge necessary to understand the science work being taught. Revisiting geographical map and fieldwork skills. |