

Humanities Knowledge, Skills and Vocabulary

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	History: History of Transport	History: Moon Landing	Geography: Local Area Study	Geography: Weather - Hot and Cold Places	Geography: UK Studies - 4 Countries	History: Rosa Parks
Trips and Experiences linked to Science	Transport Museum	Planetarium Royal Greenwich Observatory Visitor	Local area Fire station/hospital visitor	Local area	Visitor	History Museum
Area of learning	Different types of Transport	Neil Armstrong Moon landing space	Maps/ local area/human and physical features	Climate/weather	England, Scotland, Wales Northern Ireland	Rosa Parks Civil Rights
Knowledge	Names of different types of transport eg Omnibus Identifying and comparing past and present transport How transport have changed from the past to the present	Neil Armstrong How people travel to space History of space travel Naming and describing space equipment	Draw maps and symbols Recognise human feature Recognise physical feature Local area - (different types of building-purpose) Local people- jobs	Cold and hot weather Innuits Purpose of clothing Identify weather symbols Danger of weather Comparing weather	Locate and identify countries of UK Comparison St David's Day St Patrick's Day	Rosa Parks Discrimination Civil rights Comparison of past and present
Skills	<ol style="list-style-type: none"> 1. Use words and phrases like: old, new and a long time ago. 2. Recognise that some objects belonged to the past. 3. Sequence events and recount changes within living memory. 4. Explain how some people have helped us to have better lives. 5. Sort historical objects from 'then' and 'now' 6. Identify similarities and differences between ways of life in different periods. 7. Ask and answer basic questions about the past. 	<ol style="list-style-type: none"> 1. Use words and phrases like: old, new and a long time ago. 2. Recognise that some objects belonged to the past. 3. Sequence events and recount changes within living memory. 4. Explain how some people have helped us to have better lives. 5. Sort historical objects from 'then' and 'now' 6. Identify similarities and differences between ways of life in different periods. 7. Ask and answer basic questions about the past. 	<ol style="list-style-type: none"> 1 Use simple fieldwork and observational skills to study the geography of my local area. 2. Begin to ask geographical questions about people, places, climates and environments. 3. Explain some of the main things that are in hot and cold places. 4. Identify the key human and physical features of my surrounding environment. 5. Explain how the weather changes throughout the year and name the seasons. 6. Use maps and atlases to identify the four countries in the United Kingdom and locate them on a map. 7. Name some of the main 	<ol style="list-style-type: none"> 1 Use simple fieldwork and observational skills to study the geography of my local area. 2. Begin to ask geographical questions about people, places, climates and environments. 3. Explain some of the main things that are in hot and cold places. 4. Identify the key human and physical features of my surrounding environment. 5. Explain how the weather changes throughout the year and name the seasons. 6. Use maps and atlases to identify the four countries in the United Kingdom and locate them on a map. 7. Name some of the main towns and cities in the United Kingdom. 	<ol style="list-style-type: none"> 1 Use simple fieldwork and observational skills to study the geography of my local area. 2. Begin to ask geographical questions about people, places, climates and environments. 3. Explain some of the main things that are in hot and cold places. 4. Identify the key human and physical features of my surrounding environment. 5. Explain how the weather changes throughout the year and name the seasons. 6. Use maps and atlases to identify the four countries in the United Kingdom and locate them on a map. 7. Name some of the main towns and cities in the United Kingdom. 	<ol style="list-style-type: none"> 1. Use words and phrases like: old, new and a long time ago. 2. Recognise that some objects belonged to the past. 3. Sequence events and recount changes within living memory. 4. Explain how some people have helped us to have better lives. 5. Sort historical objects from 'then' and 'now' 6. Identify similarities and differences between ways of life in different periods. 7. Ask and answer basic questions

			towns and cities in the United Kingdom.			about the past.
Vocabulary	bus transport change old new modern move travel horse	moon, rocket, Neil Armstrong, astronaut, space travel planets	Local area, roads, human features, map shops, parks church hospital houses flats school England London Camberwell Green	weather, hot, cold, Arctic, Inuit, igloo, sun, rain, snow, wind, cloudy, clothing,	United Kingdom England, Ireland, Northern Ireland, Scotland Wales, Country place landmarks, flags food	Rosa Parks civil rights bus boycott Alabama racism equality

Humanities Knowledge, Skills and Vocabulary

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	History: History of Transport	History: Moon Landing	Geography: Local Area Study	Geography: Weather - Hot and Cold Places	Geography: UK Studies - 4 Countries	History: Rosa Parks
Trips and Experiences linked to Science	Transport Museum	Planetarium Royal Greenwich Observatory Visitor	Local area Fire station/hospital visitor	Local area	Visitor	History Museum
Area of learning	Different types of Transport	Neil Armstrong Moon landing space	Maps/ local area/human and physical features	Climate/weather	England, Scotland, Wales Northern Ireland	Rosa Parks Civil Rights
Knowledge	Names of different types of transport eg Omnibus Identifying and comparing past and present transport How transport have changed from the past to the present	Neil Armstrong How people travel to space History of space travel Naming and describing space equipment	Draw maps and symbols Recognise human feature Recognise physical feature Local area - (different types of building-purpose) Local people- jobs	Cold and hot weather Innuits Purpose of clothing Identify weather symbols Danger of hot and cold weather Comparing weather How to keep safe in hot weather/sun safety	Locate and identify countries of UK Comparison St David's Day St Patrick's Day	Rosa Parks Discrimination Civil rights Activist Racism Segregation Comparison of past and present
Skills	<ol style="list-style-type: none"> 1. Use words and phrases like: old, new and a long time ago. 2. Recognise that some objects belonged to the past. 3. Sequence events and recount changes within living memory. 4. Explain how some people have helped us to have better lives. 5. Sort historical objects from 'then' and 'now' 6. Identify similarities and differences between ways of life in different periods. 7. Ask and answer basic questions about the past. 	<ol style="list-style-type: none"> 1. Use words and phrases like: old, new and a long time ago. 2. Recognise that some objects belonged to the past. 3. Sequence events and recount changes within living memory. 4. Explain how some people have helped us to have better lives. 5. Sort historical objects from 'then' and 'now' 6. Identify similarities and differences between ways of life in different periods. 7. Ask and answer basic questions about the past. 	<ol style="list-style-type: none"> 1 Use simple fieldwork and observational skills to study the geography of my local area. 2. Begin to ask geographical questions about people, places, climates and environments. 3. Explain some of the main things that are in hot and cold places. 4. Identify the key human and physical features of my surrounding environment. 5. Explain how the weather changes throughout the year and name the seasons. 6. Use maps and atlases to identify the four countries 	<ol style="list-style-type: none"> 1 Use simple fieldwork and observational skills to study the geography of my local area. 2. Begin to ask geographical questions about people, places, climates and environments. 3. Explain some of the main things that are in hot and cold places. 4. Identify the key human and physical features of my surrounding environment. 5. Explain how the weather changes throughout the year and name the seasons. 6. Use maps and atlases to identify the four countries in the United Kingdom and locate them on a map. 7. Name some of the main 	<ol style="list-style-type: none"> 1 Use simple fieldwork and observational skills to study the geography of my local area. 2. Begin to ask geographical questions about people, places, climates and environments. 3. Explain some of the main things that are in hot and cold places. 4. Identify the key human and physical features of my surrounding environment. 5. Explain how the weather changes 	<ol style="list-style-type: none"> 1. Use words and phrases like: old, new and a long time ago. 2. Recognise that some objects belonged to the past. 3. Sequence events and recount changes within living memory. 4. Explain how some people have helped us to have better lives. 5. Sort historical objects from 'then' and 'now' 6. Identify similarities and differences between ways of life in

			in the United Kingdom and locate them on a map. 7. Name some of the main towns and cities in the United Kingdom.	towns and cities in the United Kingdom.	throughout the year and name the seasons. 6. Use maps and atlases to identify the four countries in the United Kingdom and locate them on a map. 7. Name some of the main towns and cities in the United Kingdom.	different periods. 7. Ask and answer basic questions about the past.
Vocabulary	bus transport change old new modern move travel horse bus train aeroplane space shuttle ferry helicopter steam train	moon, rocket, Neil Armstrong, astronaut, space, travel, planets engineer Apollo 11 spacewalk spaceflight orbit first NASA Edwin 'Buzz' Aldrin	Local area, roads, human features, map shops, parks church hospital houses flats school England London Camberwell Green	weather, hot, cold, Arctic, Inuit, igloo, sun, rain, snow, wind, cloudy, clothing,	Key Vocabulary United Kingdom (UK), England, Ireland, Northern Ireland, Scotland Wales, Country place landmarks, flags food accents Britain, Union Jack,	Rosa Parks civil rights bus boycott Alabama racism equality African-American segregation seat

Humanities Knowledge, Skills and Vocabulary						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	History: Changes in Britain from the Stone Age to the Iron Age	Geography: Impact of Human Activity on the Environment	History: Roman Empire and its Impact on Britain	Geography: The Journey of Tea-Climate/Trade	Geography: Area Study – South American Rainforest	History: Scientist/Inventors Lewis Latimer
Trips and experiences linked to Humanities	British Museum	Local area	Museum of London	Cutty Sark Tasting tea	Kew garden	Science Museum
Area of Learning	Stone Age – Bronze Age	Pollution of all kinds, Earth, deforestation	Roman life	Anatomy of a tea plant Tea production	Rainforest-environment	Scientist-light
Knowledge	Stone Age - Bronze Age Stonehenge Farming techniques Changes in farming during this period Iron Age settlement	Human impact on the environment Environmental issues Different types of pollution ie air pollution, water	Roman Empire Roman soldier Boudicca Roman artefacts Impact of the Romans on modern day Britain –	Identify tea producing countries Anatomy of a tea plant Global trade Tea production process	Amazon rainforest Locate and label countries Rainforest imports Human impact on the rainforest	Lewis Howard Latimer Discrimination Invention of the light bulb and the phone

		pollution Deforestation	buildings, roads, language etc		Similarities and differences	
Skills/objectives	<ol style="list-style-type: none"> 1. Sequence events in chronological order. 2. Describe the similarities and differences between the Stone, Bronze and Iron Ages. 3. Understand how evidence can give us different information about the past. 4. Investigate why people did what they did. 5. Evaluate the legacy of the Romans in Britain. 6. Develop historical questions and use appropriate vocabulary related to the past. 7. Explain the significance of events and how they impacted the future. 	<ol style="list-style-type: none"> 1. Use and interpret maps, atlases and globes to identify human and physical features. 2. Identify and respond to geographical questions using geographical vocabulary. 3. Observe where things are and why they happen. 4. Describe the human and physical characteristics of a place and discuss their impact on people, land use and trade. 5. Identify how people affect the environment. 6. Identify similarities and differences between my locality and another place. 7. Make observations about locations and patterns. 8. Create a map using keys and symbols. 	<ol style="list-style-type: none"> 1. Sequence events in chronological order. 2. Describe the similarities and differences between the Stone, Bronze and Iron Ages. 3. Understand how evidence can give us different information about the past. 4. Investigate why people did what they did. 5. Evaluate the legacy of the Romans in Britain. 6. Develop historical questions and use appropriate vocabulary related to the past. 7. Explain the significance of events and how they impacted the future. 	<ol style="list-style-type: none"> 1. Use and interpret maps, atlases and globes to identify human and physical features. 2. Identify and respond to geographical questions using geographical vocabulary. 3. Observe where things are and why they happen. 4. Describe the human and physical characteristics of a place and discuss their impact on people, land use and trade. 5. Identify how people affect the environment. 6. Identify similarities and differences between my locality and another place. 7. Make observations about locations and patterns. 8. Create a map using keys and symbols.. 	<ol style="list-style-type: none"> 1. Use and interpret maps, atlases and globes to identify human and physical features. 2. Identify and respond to geographical questions using geographical vocabulary. 3. Observe where things are and why they happen. 4. Describe the human and physical characteristics of a place and discuss their impact on people, land use and trade. 5. Identify how people affect the environment. 6. Identify similarities and differences between my locality and another place. 7. Make observations about locations and patterns. 8. Create a map using keys and symbols. 	<ol style="list-style-type: none"> 1. Sequence events in chronological order. 2. Describe the similarities and differences between the Stone, Bronze and Iron Ages. 3. Understand how evidence can give us different information about the past. 4. Investigate why people did what they did. 5. Evaluate the legacy of the Romans in Britain. 6. Develop historical questions and use appropriate vocabulary related to the past. 7. Explain the significance of events and how they impacted the future.
Vocabulary	fossil, artefact, trap, cave, pebbles, hand axe, club, spear, stone age tools, huts, mammoths, knives, bow and arrow, raft, quern stone, canoe, sickle, Stonehenge, pottery	Pollution, forests, air pollution, deforestation, environment, impact, effects, humans,	Roman Empire. soldiers, armour, formation, Boudicca, Londinium (London), invade, roads, inventions, toga, brooches	tea leaves, tea plant, tea producer, tea exporter, global trade links, climate, weather, industrial process,	Rainforest, climate, countries, equator, Amazon, Amazon River, tropical, forecast, Northern Hemisphere, Southern Hemisphere, locations, weather, South America	inventors, inventions, scientists, Lewis Howard Latimer, discrimination, African American,

Humanities Knowledge, Skills and Vocabulary

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Geography: European Cities	History: Ancient Egypt	Geography: UK Study – London Physical and Human Geography	History: The Vikings – Anglo-Saxons Settlements	Geography: The Polar regions Antarctica – Physical and Human Geography	History: Benin
Trips and experiences linked to Humanities	Visitor	British Museum Create a mummy	Local Area River Thames	Museum of London		V and A Museum
Area of Learning	European countries	Egyptian life	London- physical and human features	Vikings, Anglo Saxons	Antarctica	Benin way of life
Knowledge	European countries Capital cities Madrid Rome London Stockholm Human features Physical features Weather patterns Similarities and differences between two cities	Ancient Egyptians Mummification Tutankhamun Hieroglyphics Daily life of an Egyptian	Rivers in London River Thames Key landmarks in central London Southbank Comparison of land use Physical features Human features	Vikings Anglo-Saxons Viking Gods Viking invasion of Britain Viking artefacts Daily life of a Viking	Polar regions Importance of the regions –Antarctica and Arctic Physical features Human features Ernest Shackleton Robert Scott	Benin Benin Religion The Story of Eweka Benin Art Ancient Kingdom of Benin
Skills/objectives	1. Begin to ask geographical questions – Where is this place? What is it like? What are the human and physical features? 2. Use geographical vocabulary correctly to identify features and activities (eg climate change) 3. Use maps, atlases and digital//computer mapping to locate countries and describe geographical features concentrating on environmental regions,	1. Start to raise questions about what evidence tells me and why a source might be unreliable. 2. Explain how Empires, invasions and conquests impacted on Britain. 3. Talk about how history has been rewritten with new evidence over time. 4. Recognise that not everyone in the past lived the same way eg:- contrast between rich and poor. 5. Explain historical	1. Begin to ask geographical questions – Where is this place? What is it like? What are the human and physical features? 2. Use geographical vocabulary correctly to identify features and activities (eg climate change) 3. Use maps, atlases and digital//computer mapping to locate countries and describe geographical features concentrating on environmental regions,	1. Start to raise questions about what evidence tells me and why a source might be unreliable. 2. Explain how Empires, invasions and conquests impacted on Britain. 3. Talk about how history has been rewritten with new evidence over time. 4. Recognise that not everyone in the past lived the same way eg:- contrast between rich and poor. 5. Explain historical	1. Begin to ask geographical questions – Where is this place? What is it like? What are the human and physical features? 2. Use geographical vocabulary correctly to identify features and activities (eg climate change) 3. Use maps, atlases and digital//computer mapping to locate countries and describe geographical features concentrating on environmental regions	1. Start to raise questions about what evidence tells me and why a source might be unreliable. 2. Explain how Empires, invasions and conquests impacted on Britain. 3. Talk about how history has been rewritten with new evidence over time. 4. Recognise that not everyone in the past lived the same way eg:- contrast between rich and poor. 5. Explain historical

	<p>key physical and human characteristics, countries and major cities.</p> <p>4. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>5. Understand that places are connected to each other and make geographical comparisons between places studied.</p> <p>6. Recognise and describe how people can both damage and improve the environment.</p> <p>7. Make observations about locations and patterns and begin to explain processes – why things are like they are.</p> <p>8. Use compass points and appropriate language.</p>	<p>events and see the long term effects they have had on the world.</p> <p>6. Sequence events and identify periods in history eg: Ancient Egypt, Benin and Vikings.</p> <p>7. Use some key dates as markers of events eg: the discovery of Tutankhamun’s tomb.</p> <p>8. Begin to explain an answer, providing some supporting evidence and using appropriate vocabulary.</p>	<p>key physical and human characteristics, countries and major cities.</p> <p>4. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>5. Understand that places are connected to each other and make geographical comparisons between places studied.</p> <p>6. Recognise and describe how people can both damage and improve the environment.</p> <p>7. Make observations about locations and patterns and begin to explain processes – why things are like they are.</p> <p>8. Use compass points and appropriate language.</p>	<p>events and see the long term effects they have had on the world.</p> <p>6. Sequence events and identify periods in history eg: Ancient Egypt, Benin and Vikings.</p> <p>7. Use some key dates as markers of events eg: the discovery of Tutankhamun’s tomb.</p> <p>8. Begin to explain an answer, providing some supporting evidence and using appropriate vocabulary.</p>	<p>key physical and human characteristics, countries and major cities.</p> <p>4. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>5. Understand that places are connected to each other and make geographical comparisons between places studied.</p> <p>6. Recognise and describe how people can both damage and improve the environment.</p> <p>7. Make observations about locations and patterns and begin to explain processes – why things are like they are.</p> <p>8. Use compass points and appropriate language.</p>	<p>events and see the long term effects they have had on the world.</p> <p>6. Sequence events and identify periods in history eg: Ancient Egypt, Benin and Vikings.</p> <p>7. Use some key dates as markers of events eg: the discovery of Tutankhamun’s tomb.</p> <p>8. Begin to explain an answer, providing some supporting evidence and using appropriate vocabulary.</p>
Vocabulary	<p>Europe Madrid Rome London Stockholm Oslo Berlin Moscow physical feature human feature</p>	<p>afterlife hieroglyphic pyramid Pharaoh scroll vizier edict Egyptian ruler dynasty mummification preserved Sphinx canopic jars Tutankhamun</p>	<p>Pollution Ozone Layer Map Reuse Landmarks Diesel Longitude Greenhouse Latitude Sewage Compass North Plastic South Recycle East Reduce West</p>	<p>Viking Settlers Invaders Runes Sagas Longboat Longhouse Danegeld Danelaw Wergild Odin Frigg</p>	<p>Latitude, Longitude, Equator, zones Arctic Antarctic Northern and Southern Hemisphere, Capricorn Tropics of Cancer and</p>	<p>Key Vocabulary Kingdom Benin Chronological Nigeria Africa Ritual European Artefacts Tradition</p>

Humanities Knowledge, Skills and Vocabulary

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Geography: European Cities	History: Ancient Egypt	Geography: UK Study – London Physical and Human Geography	History: The Vikings – Anglo-Saxons Settlements	Geography: The Polar regions Antarctica – Physical and Human Geography	History: Benin
Trips and experiences linked to Humanities	Visitor	British Museum Create a mummy	Local Area River Thames	Museum of London		V and A Museum
Area of Learning	European countries	Egyptian life	London- physical and human features	Vikings, Anglo Saxons	Antarctica	Benin way of life
Knowledge	European countries Capital cities Madrid Rome London Stockholm Human features Physical features Weather patterns Similarities and differences between two cities	Ancient Egyptians Mummification Tutankhamun Hieroglyphic Daily life of an Egyptian	Rivers in London River Thames Key landmarks in central London Southbank Comparison of land use Physical features Human features	Vikings Anglo-Saxons Viking Gods Viking invasion of Britain Viking artefacts Daily life of a Viking	Polar regions Importance of the regions –Antarctica and Arctic Physical features Human features Ernest Shackleton Robert Scott	Benin Benin Religion The Story of Eweka Benin Art Ancient Kingdom of Benin
Skills/objectives	1. Begin to ask geographical questions – Where is this place? What is it like? What are the human and physical features? 2. Use geographical vocabulary correctly to identify features and activities (eg climate change) 3. Use maps, atlases and digital//computer mapping to locate countries and describe geographical features concentrating on environmental regions, key physical and human characteristics, countries and major cities.	1. Start to raise questions about what evidence tells me and why a source might be unreliable. 2. Explain how Empires, invasions and conquests impacted on Britain. 3. Talk about how history has been rewritten with new evidence over time. 4. Recognise that not everyone in the past lived the same way eg:- contrast between rich and poor. 5. Explain historical events and see the long term effects they have had on the world. 6. Sequence events and	1. Begin to ask geographical questions – Where is this place? What is it like? What are the human and physical features? 2. Use geographical vocabulary correctly to identify features and activities (eg climate change) 3. Use maps, atlases and digital//computer mapping to locate countries and describe geographical features concentrating on environmental regions, key physical and human characteristics, countries and major cities.	1. Start to raise questions about what evidence tells me and why a source might be unreliable. 2. Explain how Empires, invasions and conquests impacted on Britain. 3. Talk about how history has been rewritten with new evidence over time. 4. Recognise that not everyone in the past lived the same way eg:- contrast between rich and poor. 5. Explain historical events and see the long term effects they have had on the world. 6. Sequence events and	1. Begin to ask geographical questions – Where is this place? What is it like? What are the human and physical features? 2. Use geographical vocabulary correctly to identify features and activities (eg climate change) 3. Use maps, atlases and digital//computer mapping to locate countries and describe geographical features concentrating on environmental regions, key physical and human characteristics, countries and major cities.	1. Start to raise questions about what evidence tells me and why a source might be unreliable. 2. Explain how Empires, invasions and conquests impacted on Britain. 3. Talk about how history has been rewritten with new evidence over time. 4. Recognise that not everyone in the past lived the same way eg:- contrast between rich and poor. 5. Explain historical events and see the long term effects they have had on the world. 6. Sequence events and

	<p>4. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>5. Understand that places are connected to each other and make geographical comparisons between places studied.</p> <p>6. Recognise and describe how people can both damage and improve the environment.</p> <p>7. Make observations about locations and patterns and begin to explain processes – why things are like they are.</p> <p>8. Use compass points and appropriate language.</p>	<p>identify periods in history eg: Ancient Egypt, Benin and Vikings.</p> <p>7. Use some key dates as markers of events eg: the discovery of Tutankhamun’s tomb.</p> <p>8. Begin to explain an answer, providing some supporting evidence and using appropriate vocabulary.</p>	<p>4. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>5. Understand that places are connected to each other and make geographical comparisons between places studied.</p> <p>6. Recognise and describe how people can both damage and improve the environment.</p> <p>7. Make observations about locations and patterns and begin to explain processes – why things are like they are.</p> <p>8. Use compass points and appropriate language.</p>	<p>identify periods in history eg: Ancient Egypt, Benin and Vikings.</p> <p>7. Use some key dates as markers of events eg: the discovery of Tutankhamun’s tomb.</p> <p>8. Begin to explain an answer, providing some supporting evidence and using appropriate vocabulary.</p>	<p>4. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>5. Understand that places are connected to each other and make geographical comparisons between places studied.</p> <p>6. Recognise and describe how people can both damage and improve the environment.</p> <p>7. Make observations about locations and patterns and begin to explain processes – why things are like they are.</p> <p>8. Use compass points and appropriate language.</p>	<p>identify periods in history eg: Ancient Egypt, Benin and Vikings.</p> <p>7. Use some key dates as markers of events eg: the discovery of Tutankhamun’s tomb.</p> <p>8. Begin to explain an answer, providing some supporting evidence and using appropriate vocabulary.</p>
Vocabulary	<p>Europe Madrid Rome London Stockholm Oslo Berlin Moscow physical feature human feature</p>	<p>afterlife hieroglyphic pyramid Pharaoh scroll vizier edict Egyptian reed ruler dynasty mummification preserved Sphinx canopic jars Tutankhamun</p>	<p>Pollution Scale Ozone Layer Map Fishing Grid Reuse Landmarks Diesel/Oil Symbols Fly tipping Longitude Greenhouse gases Latitude Sewage Compass Litter North Plastic South Recycle East Reduce West</p>	<p>Viking Settlers Invaders Runes Sagas Longboat Longhouse Danegeld Danelaw Wergild Odin Frigg</p>	<p>Latitude, Longitude, Equator, zones The Arctic and The Antarctic Circle, Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn The Prime/Greenwich Meridian and time</p>	<p>Key Vocabulary Kingdom Benin Chronological Nigeria Africa Ritual European Artefacts Tradition</p>

Humanities Knowledge, Skills and Vocabulary

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	History: WW1 and Society	World War II	Geography: Migration	History: Crime and Punishment	Geography: Globalisation -	
Trips and experiences linked to Humanities	Imperial War Museum		Migration Museum	Clink Museum		
Area of Learning	Causes and impact of World Wars I and II		Current migration	History of crime	Global Trade and Tourism	
Knowledge	WW1 Social conflicts in Britain Impact of WW1 in Britain Compare different periods in history.	WW2 London Blitz Primary and secondary evidence Evacuees	The British Empire Effects of migration Comparing poverty in Syria to the United Kingdom Similarities and differences between Syria and the UK	History of crime Roman laws Tudor laws Public executions Victorian prisons Highwaymen	Global trade Causes of globalisation Import and export Impact of tourism Global organisations	
Skills/objectives	<ol style="list-style-type: none"> Place features of historical events and people from the past societies and periods in a chronological framework. Summarise the main events from a period of history, explaining the order of events and what happened. Summarise how Britain has had a major influence on the world. Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). Identify and explain differences, similarities and changes between different periods of history. Give an opinion based on historical knowledge. Evaluate different sources of historical information. Describe the features of historical events and way of life from periods I have studied; presenting to an audience. 			<ol style="list-style-type: none"> Place features of historical events and people from the past societies and periods in a chronological framework. Summarise the main events from a period of history, explaining the order of events and what happened. Summarise how Britain has had a major influence on the world. Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). Identify and explain differences, similarities and changes between different periods of history. Give an opinion based on historical knowledge. Evaluate different sources of historical information. Describe the features of historical events and way of life from periods I have studied; presenting to an audience 		<ol style="list-style-type: none"> Use and interpret maps, globes, atlases and digital maps to locate countries and geographical features. Describe key aspects of physical and human geography using geographical vocabulary. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Observe similarities and differences between localities. Create and use keys, grid references and symbols. Identify the position and significance of Latitude, Longitude, the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle and time zones.
Vocabulary	gas masks Blitz Spitfire poppy ration book identity card bomb Adolf Hitler		Empire Colony Imports Exports Push factor Pull factor	Judge jury court trial death penalty lawyer magistrate	Globalisation Trade Tourism Health, education and infrastructure	

	Anderson shelter air raid shelter	Benefits Migration Movement of People Social changes	transportation pillory guilty law/rules innocent execution crime/treason	Advantages disadvantages Lifestyle culture global issues
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