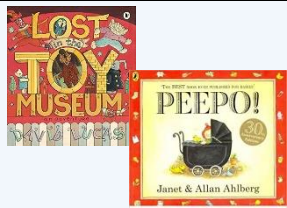


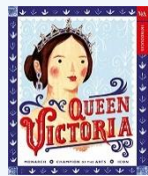
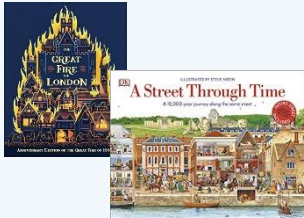



Humanities Knowledge and Skills Progression

| Year 1                     | AUT 1<br>5 weeks  | AUT2<br>4 weeks  | SPR1<br>3 weeks  | SPR2<br>4 weeks   | SUM1<br>3 weeks  | SUM2<br>4 weeks   |
|----------------------------|---|--|--|---|--|---|
| Enquiry                    | <i>What is it like in Year 1?</i>   | <i>How have toys changed since our grandparents were young?</i>                              | <i>What can we find out about the United Kingdom?</i>                              | <i>How is Bridlington different to Doncaster?</i>                                   | <i>What was life like for Victorian children?</i>  | <i>What happened to London in 1666?</i>   |
| National Curriculum Themes | Geography<br>Fieldwork<br>Local Area Study<br>Accurate mapping            | History<br>Changes within living memory<br>Changes to national life<br>Continuity and change | Geography<br>Locational knowledge<br>Map skills                                    | Geography<br>Place knowledge<br>Human and Physical Processes                        | History<br>Significant individual- Queen Victoria-changes to national life (school)<br>Compare different aspects of within period- rich and poor<br>Similarities and differences | History<br>Event beyond living memory with national significance<br>Cause and consequence |
| Curriculum Links           | Understanding our world, EYFS   | Science- everyday materials<br>DT- mechanisms  | Science - atmosphere, season and weather   | Geography- locational knowledge, UK<br>DT- picnic food                              | Geography- locational knowledge of UK  | Geography- locational knowledge of UK<br>DT- structures                                   |
| Enrichment Opportunities   | Create "atlas" to prepare visitors /new children/ for transition purposes | First hand experiences- artefacts and visitors<br>Museum visit                               | Link to Romania  | Visit to Bridlington  | Visit to Cusworth Hall   | Create own museum exhibit using DT structures and outcomes of enquiry, invite parents     |
| Texts                      |   |             |  |  |   |        |

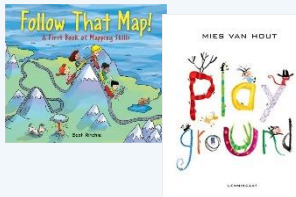




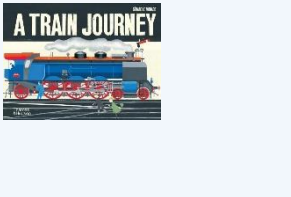


## Humanities Knowledge and Skills Progression

|                                     |  |   |   |  |  |   |
|-------------------------------------|--|---|---|--|--|---|
| <p><b>Fundamental Knowledge</b></p> | <p>Locational language: near and far, right and left</p> <p>Observations: classroom layout and key features</p> <p>Fieldwork skills: how to draw a picture map</p>   | <p><b>When and where?</b><br/>grandparent's childhood and parent's childhood at their home</p> <p><b>Who?</b><br/>grandparents and parents</p> <p><b>How?</b><br/>Materials toys are/were made from, how toys move and how they are played, electronics, colours, how they work</p> |   | <p>Place: Bridlington</p> <p>Physical features-beach, sea, coast, cliff</p> <p>Human features-town, house, shop, harbour (port)</p> <p>Place: Doncaster</p> <p>Human features-town, house, shop,</p> <p>Key similarities- both have shops and places to live</p> <p>Key differences- Bridlington is a coastal town</p> | <p><b>When and where?</b><br/>Victorian Era - 1837 - 1901 in Doncaster and the UK</p> <p><b>Who?</b><br/>Queen Victoria<br/>Victorian children</p> <p><b>How?</b><br/>Life was different for working children compared to non-working.<br/>Classroom routines and games/toys, school uniform.</p> <p><b>Key vocabulary:</b><br/>Queen Victoria, Victorian, era, past</p> | <p><b>When and where?</b><br/>2nd-6th September 1066<br/>Pudding Lane, London</p> <p><b>Who?</b><br/>Thomas Farriner<br/>Samuel Pepys</p> <p><b>How?</b><br/>The Great Fire of London started in the early hours of the morning at Thomas Farriner's bakery.<br/>It spread quickly through the wooden houses and destroyed churches and St Paul's Cathedral.<br/>It took around 50 years to rebuild London and it</p> <p><b>Key vocabulary:</b> fire, London, event</p> |
| <p><b>Skills</b></p>                | <p>Use locational and directional language (eg, near and far, left and right) to describe the location of features and routes on maps.</p> <p>Draw a simple picture map.</p> <p>Use simple fieldwork and observational skills to study</p> | <p>I can sequence a few events, objects or pieces of information on a timeline</p> <p><u>I can point out some similarities and differences between aspects of my life and people in the period I am learning about</u></p>  | <p>Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> | <p>Describe and understand some similarities and differences through studying the human and physical geography of a small area of United Kingdom and home town</p> <p>Begin to use basic Geographical vocabulary to refer to-</p>  | <p>I can describe some features, events, people and themes from the past</p> <p><u>I can point out some similarities and differences between the ways of different people living at the time I am learning about</u></p>   | <p>I can use a wider range of "time terms" including- recently, before, after, now, later.</p> <p>I can use past and present when describing events.</p> <p><u>Make some comments about why people did things, why events happened and what</u></p>   |

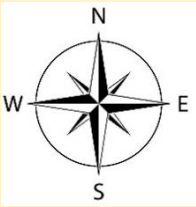


## Humanities Knowledge and Skills Progression

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
|  | <p>geography of school and its grounds</p> <p>Investigate surroundings</p> <p>Make observations about where things are</p> | <p>I can use information from more than one source in and for my answer</p> <p>I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.</p> | <p>Respond to teacher-led simple closed questions</p> | <p>Key physical features: beach, sea, coast, cliff</p> <p>Key human features: shop, town, house, harbour, port</p> <p>Use photographs to recognise landmarks and basic human and physical features</p> | <p>I can talk about the different ways that the past is recorded or represented</p> <p>I can name some things that tell us about the past</p> <p>I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.</p> | <p><u>happened as a result of these</u></p> <p>I can talk about the different ways that the past is recorded or represented</p> <p>I can name some things that tell us about the past</p> <p>I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.</p> |
| <p style="text-align: center;">← Begin to identify seasonal and daily weather patterns in the UK →</p> <p style="text-align: center;">← Use basic geographical vocabulary to refer to key physical features: soil, season, weather →</p> |  |  |   |  |  |  |

Humanities Knowledge and Skills Progression

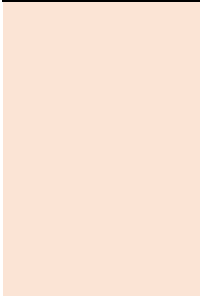
| Year 2                     | AUT 1<br>5 weeks   | AUT2<br>4 weeks   | SPR1<br>3 weeks   | SPR2<br>4 weeks   | SUM1<br>3 weeks   | SUM2<br>4 weeks  |
|----------------------------|--|---|---|---|---|--|
| Enquiry                    | <i>How would your dream playground look?</i>   | <i>Why do we remember?</i>  | <i>How can we begin to understand the world?</i>  | <i>How does life in Punjab, India compare to Doncaster?</i>   | <i>How did Rosa parks change the world?</i>   | <i>What happened at the Doncaster Rail works?</i>  |
| National Curriculum Themes | Geography<br>Fieldwork<br>Local Area Study<br>Accurate mapping   | History<br>Event beyond living memory with national and global significance<br>Cause, consequence and significance  | Geography<br>Locational knowledge<br>Map skills   | Geography<br>Place knowledge<br>Human and Physical Processes  | History<br>Significant individual-<br>Changes to international life<br>Comparisons to aspects of life to different periods-<br>similarities, differences and significance   | History<br>Significant historical event/person in locality<br>Contributions to national achievements<br>Continuity and change  |
| Curriculum Links           | Maths- data<br>Science- observation  | DT- textiles  | Geography- locational knowledge<br>Science - atmosphere, season and weather   | Geography- locational knowledge, skills of geographer<br>DT- cooking an Punjabi dish  | PSHE<br>SMSC  | Geography- locational knowledge of UK<br>DT- mechanisms  |
| Enrichment Opportunities   | Trips out into local area  | Visit to Doncaster Cenotaph   |   | Links with an "expert" Mr D'Rozario   | Drama, writing a letter of thanks   | Visit York Railway Museum  |
| Texts                      |   |    |   |    |    |   |
| Fundamental Knowledge      | Key ideas: Children will explore the surrounding area (including a walk to a local park) to contextualise discussions around Geographical features. Follow that map! And Playground the supplement discussions<br><br>Observations: Can pupils apply their knowledge of the school and surrounding | When and where? Great Britain and beyond in the wider world (world war). Doncaster Cenotaph as a place to visit but reference to pictures of other places across Britain and wider world where people remember the fallen from the world wars.<br><br>Who? Noor Inayat Khan / Members of pupils' families (letter for parents to share stories) | <br> | Place: Doncaster, a town<br><br>Physical features: River Don, 70 miles long<br>Human features: Gurdwara Sikh Temple<br><br>Place: Punjab, India a region with towns, villages, cities<br>Physical features- 5 rivers, River Sutlej is longest, 900 miles<br>Human features: the Golden Temple | When and where? 1955, Alabama, USA, North America<br><br>Who? Rosa Parks<br><br>How? IN 1950s America black people were treated unfairly. On December 1 1955 Rosa Parks was tired of having to give up her bus seat and she said "no" to a white person. This resulted in the Bus Boycott | When and where? Doncaster Rail Works, Doncaster, est. in 1853<br><br>Who? Great Northern Railway controlled the line between Doncaster and London<br><br>How? The Works produced locomotives such as The Flying Scotsman |

## Humanities Knowledge and Skills Progression


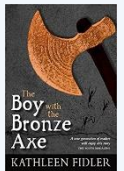
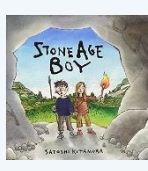
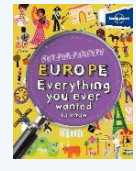
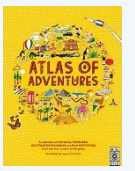
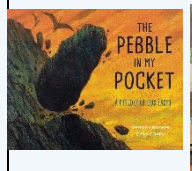
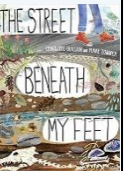

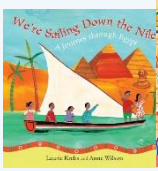
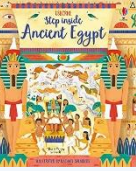
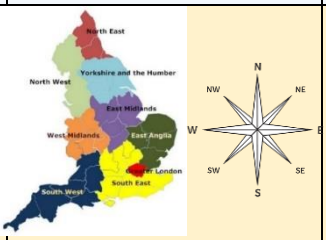
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|----------------------|--|---|--|---|--|--|
|                      | <p>area in a simple map using a key?</p> <p>Fieldwork skills: Use vocabulary of physical and human features (see MT plan), draw a simple map with a key, recognise landmarks and basic and human and physical features on a map</p>  | <p>How? Set the context with British legion website as a broad intro, zoom into world war and link to poppies. Compare other ways of remembering this war around the world (the significance of items, e.g. poppies) and then focus on an individual to re frame the question of why we remember in terms of personal sacrifice</p>   |    | <p>Key similarities- both have rivers, religious buildings</p> <p>Key differences-scale of region, rivers, number of villages, towns, cities</p>    | <p>and eventually a change in the rules.</p> <p><b>Key vocabulary:</b> fair, unfair, boycott, change</p>   | <p><b>Key vocabulary:</b> locomotive, steam, engine, century, decade</p>   |
| <p><b>Skills</b></p> | <p>Use simple fieldwork and observational skills to study geography of school and its grounds and the key human and physical features of its surrounding environment</p> <p>Draw a simple map; and use and some basic symbols in a key.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> | <p>I can place events, objects, themes and people from my history topic on a timeline</p> <p><u>I can pick out some reasons for and results of peoples' actions and events</u></p> <p><u>I can point out which people or events were historically important</u></p> <p>I can use information from more than one source in and for my answers (Y1)</p> <p>I can present my findings about the past using my speaking, writing, maths</p> | <p>Name and locate four capital cities of UK.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Make simple comparisons between different places</p> <p>Use maps, atlases and globes to identify the countries, continents and oceans studied at this Key Stage</p> | <p>Describe and understand geographical similarities and differences through studying the human and physical geography of a small area of non-European country and home town</p> <p>Begin to use basic Geographical vocabulary to refer to-</p> <p>Key physical features: hill, mountain, ocean, river, vegetation</p> <p>Key human features: village, city, factory, farm, office</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and</p> | <p>When I talk or write about features, events, people and themes from the past, I can include some details</p> <p><u>I can describe some similarities and differences between people (e.g. rich and poor), events, beliefs in the period of history. I am studying</u></p> <p>I can compare different sources of evidence about a person, object, event or change and point out some similarities or differences</p> <p>I can present my findings about the past using my</p> | <p>I can reliably use past and present when describing events</p> <p>I can use "century" and "decade"</p> <p><u>I can point out some similarities and differences between aspects of life at different times in the past</u></p> <p>I can say which sources (from a selection) are likely to be most useful for the task</p> <p>I can present my findings about the past using my speaking, writing, maths</p> |

Humanities Knowledge and Skills Progression

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|---|--|--|---|--|---|--|
|   |  | (data handling), ICT, drama and drawing skills | Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map | basic human and physical features<br><br>Ask simple closed questions<br><br>Make observations in answer to "why" questions | speaking, writing, maths (data handling), ICT, drama and drawing skills | (data handling), ICT, drama and drawing skills |
| <p style="text-align: center;">← Identify seasonal and daily weather patterns in the UK →</p> <p style="text-align: center;">← Use basic geographical vocabulary to refer to key physical features: soil, season, weather →</p> |  |  |   |  |   |  |



Humanities Knowledge and Skills Progression

| Year 3                     | AUT 1<br>5 weeks   | AUT2<br>4 weeks  | SPR1<br>3 weeks  | SPR2<br>4 weeks  | SUM1<br>3 weeks   | SUM2<br>4 weeks  |
|----------------------------|--|--|--|--|---|--|
| Enquiry                    | <i>What do we pass on our way to town?</i>   | <i>Which is better- stone, bronze or iron?</i>   | <i>Where in the world is Europe?</i>   | <i>Is it safe to live in Italy?</i>  | <i>What do Ancient Civilisations have in common?</i>  | <i>What did the Ancient Egyptians believe?</i>   |
| National Curriculum Themes | Geography<br>Human Fieldwork<br>Local Area Study<br>Accurate mapping   | History<br>British history<br>Achievements of mankind<br>Continuity and change   | Geography<br>Locational knowledge<br>Map skills  | Geography<br>Place knowledge<br>Human and Physical<br>Processes: Mountains, volcanoes and Earthquakes  | History<br>World History<br>Nature of ancient civilisations<br>Characteristics of non-European societies<br>Similarity and difference   | History<br>World History<br>Depth study of ancient civilisation<br>Religious and social, cultural Cause, consequence and significance  |
| Curriculum Links           | Geography- Doncaster links, Y2<br>PSHE- staying safe   | Science- materials   | History- link back to knowledge of UK  | Science- rocks and soils<br>DT- making world foods   | Geography- world knowledge<br>PSHE, British Values  | RE<br>PSHE   |
| Enrichment Opportunities   | Walks in local area to collect information   | Links with Doncaster Museum  |  |  | Share outcomes with parents and families, class museum<br>Use of artefacts from museum  | Links to art opportunities, DT   |
| Texts                      |   |    |   |                                    |    |    |
| Fundamental Knowledge      | Throne road has a mixture of old and new buildings<br>Thorne road has a variety of human and physical features that serve the community in different ways<br>We can collect and record data in order to provide evidence of what we can find in our local area | <p><b>When and where?</b></p> <ul style="list-style-type: none"> <li>Understanding the scale of history with particular focus on the chronology of the prehistoric periods stone-iron age</li> <li>Using language related to chronology (BC,AD)</li> <li>A knowledge of the periods in prehistory (<i>Paleolithic</i> – Circa. 800,000BC to 10,000BC; <i>Mesolithic</i> – Circa. 11,000 to 5,500BC; <i>Neolithic</i> – Circa. 4300 – 2000BC; <i>Bronze</i> – 2,200 to 750BC; <i>Iron</i> – 750BC to 43AD)</li> </ul> <p><b>Who?</b><br/>The people who inhabited settlements during that period in history; how their lives differed to ours and how we know.</p> <p><b>How?</b><br/>Conducting a range of enquiries using a range of primary and secondary sources including books, internet and items from Doncaster Museum. Comparing and contrasting life in the past and life now and beginning to draw conclusions from sources of evidence.</p> |   | Place (UK): Peak District<br>Physical features: Mam Tor, Hope Cove.<br>Place (Europe): Naples, Italy.<br>Physical features-<br>Mount Vesuvius, Volcano.<br>Key similarities- Both peaks, effect the land | <b>Who, when and where?</b><br>Indus Valley 3300-1500BC<br>Asia<br>Ancient Egypt 3100-395BC<br>North Africa<br>Shang Dynasty 1556-1046BC<br>Asia<br><br><b>How?</b> Ancient civilisations were the first groups of people to settle and live together peacefully. | <b>When and where?</b><br>Ancient Egypt 3000-BC-30BC<br><br><b>Who?</b><br>Ancient Egyptian people, Tutankhamun<br><br><b>How?</b><br>Ancient Egyptian people held many beliefs in line with their religion<br><br><b>Key vocabulary:</b><br>Religion, beliefs, Pharaoh, |

Humanities Knowledge and Skills Progression






|                      |   |  |  |   |  |  |
|----------------------|---|--|--|---|--|--|
|                      |   |  |  | <p>around them. Key tourist points.</p> <p>Key differences – volcanic / not, land use around, impact on local area.</p>   | <p><b>Key vocabulary:</b> BC, BCE, AD, ancient, civilization</p>   |  |
| <p><b>Skills</b></p> | <p>Construct maps with some spatial awareness of size, shape and boundaries, and some symbols in a key</p> <p>With support, use fieldwork to observe, measure, record and present the human and physical features in the local area using graphs and simple written conclusions.</p> <p>Begin to collect and record evidence</p> <p>Make simple conclusions about locations based on evidence/sources</p> | <p>When I talk or write about the past I can include some details (Y2)</p> <p>I can place events, objects, themes and people from my history topic on a timeline (Y2)</p> <p>I am beginning to use some dates and historical period terms</p> <p><u>I can describe some changes in the historical period I am studying</u></p> <p>With support, I can identify primary and secondary sources of evidence</p> <p>I can comment on the usefulness and accuracy of a source of evidence</p> | <p>Name and locate geographical regions of UK, identifying key topographical features of mountains and hills.</p> <p>Locate the world's countries using maps (focus: Europe) concentrating on environmental regions, key physical and human features, countries, and major cities.</p> <p>Use maps, atlases, globes to locate countries</p> <p>Identify the position and significance of the Equator and the Northern and Southern Hemisphere.</p> <p>Begin to use the 8 compass points and 2-figure grid references to locate objects on a map, and build</p> | <p>Explain and understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p> <p>Investigate main themes of features of locations</p> <p>Make comparisons based on more than one source</p> <p>Begin to ask geographical questions</p> | <p>When I talk or write about the past, I include detail I can place a number of events, objects, themes and people from topics I have studied on a timeline</p> <p>I use some dates and historical period terms</p> <p>I am beginning to use BC (BCE) and AD (CE)</p> <p><u>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying</u></p> <p>I can identify primary and secondary sources of evidence</p> <p>I can comment on the usefulness and accuracy of</p> | <p>When I talk or write about the past I show that I can make connections with features of other periods that I have studied</p> <p>I use some dates and historical period terms</p> <p>I can use BC (BCE) and AD (CE)</p> <p><u>I can suggest reasons for and results of peoples' actions and events</u></p> <p>I can suggest which people were historically important</p> <p>I can identify primary and secondary sources of evidence</p> <p>I can comment on the usefulness and accuracy of</p> |




## Humanities Knowledge and Skills Progression

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
|  |  | In my written work, I try to organise my answers well | knowledge of United Kingdom and wider world |  | different sources of evidence<br><br>In my written work, I try to organise my answers well; state my conclusions; give reasons for my ideas, use some dates and historical terms | different sources of evidence<br><br>In my written work, I try to organise my answers well; state my conclusions; give reasons for my ideas, use some dates and historical terms |
|--|--|---|---|--|--|--|

# Humanities Knowledge and Skills Progression

| Year 4                            | AUT 1<br>5 weeks   | AUT2<br>4 weeks   | SPR1<br>3 weeks  | SPR2<br>4 weeks  | SUM1<br>3 weeks   | SUM2<br>4 weeks   |
|-----------------------------------|--|---|--|--|---|---|
| <b>Enquiry</b>                    | <i>How has Doncaster town centre changed over time?</i>  | <i>What did the Ancient Greeks do for us?</i>   | <i>Where in the world is South America?</i>  | <i>How does life in Rio de Janeiro compare to life in Doncaster?</i>   | <i>How was Britain changed by the Roman Invasion?</i>   | <i>What do we know about Roman Doncaster?</i>   |
| <b>National Curriculum Themes</b> | <b>Geography</b><br>Human Fieldwork<br>Local Area Study  | <b>History</b><br>World history<br>Nature of ancient civilisations<br>Achievements of mankind<br>Continuity and change  | <b>Geography</b><br>Locational knowledge<br>Map skills   | <b>Geography</b><br>Place knowledge<br>Human and Physical<br>Processes: settlement and land use, economic activity and trade   | <b>History</b><br>British history<br>Expansion and dissolution of empires<br>Military<br>Cause, consequence and significance  | <b>History</b><br>British history<br>Local area study<br><br>Similarities and differences   |
| <b>Curriculum Links</b>           | Geography- Y3 fieldwork  | History- Y3, knowledge of ancient civilisations<br>Geog Y3- Europe<br>DT- cooking and nutrition, Greek Symposium  | Geography- Local Area study and prior locational knowledge<br>Maths- direction, coordinates<br>Science- hot and cold | Geography- locational knowledge, South America   | History- Y3, knowledge of ancient civilisations, Y4 Ancient Greece<br>Geog Y3- Italy, Europe, English- reading non-fiction texts, writing- diary of a Roman soldier | Geography- Doncaster Fieldwork, Local Area Study<br>History- Roman Invasion   |
| <b>Enrichment Opportunities</b>   | Talk and photographs of Doncaster in past<br>Walks in local area, collect data   | Celebrate in our own modern-day Greek Symposium   |  | Links to children living in Rocinha, Brazil<br>Visit from a Geographer in secondary school   | Visit to museum<br>Opportunity to share double-page spread and findings with parents and families   | Museum visit  |
| <b>Texts</b>                      |    |   |                                   |    |   |   |
| <b>Fundamental Knowledge</b>      | Key ideas:<br>Doncaster town centre has changed significantly over time.<br>Observations<br>Some buildings have remained the same (Doncaster Mansion House) but the majority have been | When and where?<br>Ancient Greece<br>Classical Golden Age 500-400 BC<br>Athens democracy 500 BC<br>146 BC Rome conquers Greece. Greece becomes part of the Roman Empire<br>Who? |                                  | Place (UK): Doncaster<br><br>Human features:<br>Settlement- town<br>Population approx. 312,000<br><br>Place (South America): Rio de Janeiro, Brazil<br><br>Human features-<br>Settlement- City | <b>When and where?</b><br>43 AD Britain was invaded by the Romans<br><b>Who?</b><br>Julius Caesar<br>Claudius<br>Queen Boudicca<br><b>How?</b>                      | <b>When and where?</b><br>Roman Britain following their invasion in 43 AD<br>Roman settlements in Doncaster and around Great Britain<br><b>Who?</b><br>People who lived in Britain<br><b>How?</b> |

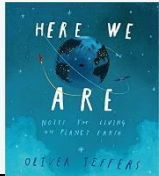
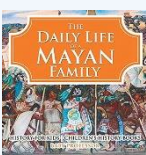
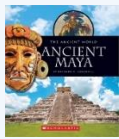
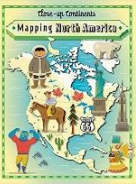
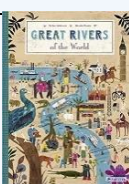
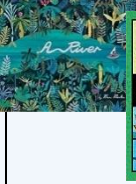
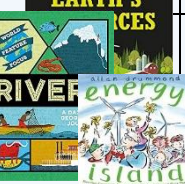


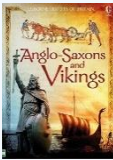


## Humanities Knowledge and Skills Progression

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|----------------------|--|---|--|--|--|--|
|                      | <p>changed or rebuilt. The use of buildings and transport has also changed.</p> <p><b>Fieldwork</b></p> <p>We can collect and record data in order to provide evidence of how Doncaster town centre looks now, compared to sources that tell us about the past.</p>                                    | <p>Alexander the Great 356-323 BC</p> <p><b>How?</b></p> <p>Greek alphabet</p> <p>Architecture: Parthenon built c477BC.</p> <p>Olympic Games: 776 BC</p> <p>Olympic games begin in Athens...London 2012</p> <p>Olympics</p>   |    | <p>Population approx. 11.7 million</p> <p><b>Key similarities-</b></p> <p>Facilities, land use, some of economic activity</p> <p><b>Key differences-</b></p> <p>Settlement and size</p> <p>Favelas</p> <p>Population</p> <p>Facilities</p>   | <p>The Romans attempted to invade twice before they were successful on their third attempt led by Claudius.</p> <p>The Iceni tribe revolted against the Roman rule led by their Queen Boudicca in 60 AD.</p> <p><b>Key vocabulary:</b></p> <p>Invasion, conquest, conquer, army</p>  | <p>Roman towns of London, St Albans and Colchester were destroyed by fires during Boudicca's revolt</p> <p>Hadrian's wall was built in AD 122</p> <p>Life in Roman forts differed to life in Roman villages.</p> <p><b>Key vocabulary:</b> Invasion, settlement, conquest, conquer, army, defence, military, village, fort</p>   |
| <p><b>Skills</b></p> | <p>Collect and record evidence</p> <p>Construct maps with increasing spatial awareness and use a selection of OS symbols</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using graphs and explain findings in a written conclusion.</p> | <p>When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world level</p> <p>I can place historical periods I have studied as well as information about my topic on a timeline</p> <p>I can use dates and historical period terms</p> | <p>Name and locate geographical regions of the UK, taking note of some cities and counties and their identifying human features (inc. land use)</p> <p>Locate the world's countries using maps (focus: South America)</p> <p>concentrating on environmental regions, key physical and human features, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer</p> | <p>Understand, and begin to suggest reasons for, geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a South American country</p> <p>Consider aspects of human geography such as different types of settlement and land use, and economic activity.</p> <p>Investigate main themes of features of locations</p> | <p>When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world level</p> <p>I can place historical periods I have studied as well as information about my topic on a timeline</p> <p>I can use dates and historical period terms with increasing accuracy</p> | <p>When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world level</p> <p><u>I can describe similarities and differences in society, culture and religion in Britain at local and national levels</u></p> <p>I can compare sources of evidence to help me identify reliable information</p> |

## Humanities Knowledge and Skills Progression

|  |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  |  | <p><u>I can describe changes within and between periods and societies I know</u></p> <p>I can compare sources of evidence to help me identify reliable information</p> <p>My written answers are well rounded and organised with clear conclusions supported by evidence (from many sources) and reasons. I make good use of dates and historical terms</p> | <p>mapping to locate countries with greater accuracy</p> <p>Begin to explore the position and significance of latitude and longitude within context of the Equator, Northern and Southern Hemisphere</p> <p>Use 8 compass points with increasing accuracy, begin to use 4-figure grid references to locate objects on a map, and build knowledge of United Kingdom and wider world.</p> | <p>Make comparisons based on several sources</p> <p>Offer own geographical questions</p> <p>Make conclusions about locations based on evidence/sources</p> | <p>I can give some reasons for and results of historical events, situations and changes</p> <p><u>I can suggest which people and causes and consequences of change are important</u></p> <p>I can suggest some reasons why there are different accounts and interpretations of the past</p> <p>My written answers are well rounded and organised with clear conclusions supported by evidence (from many sources) and reasons. I make good use of dates and historical terms</p> | <p>I can suggest some reasons why there are different accounts and interpretations of the past</p> <p>My written answers are well rounded and organised with clear conclusions supported by evidence (from many sources) and reasons. I make good use of dates and historical terms</p> |
|--|--|---|---|--|--|---|

Humanities Knowledge and Skills Progression

| Year 5                     | AUT 1<br>5 weeks  | AUT2<br>4 weeks  | SPR1<br>3 weeks   | SPR2<br>4 weeks   | SUM1<br>4 weeks  | SUM2<br>3 weeks  |
|----------------------------|---|--|---|---|--|--|
| Enquiry                    | <i>How does our local climate compare to the past?</i>  | <i>How do the achievement of the Maya compare to British history?</i>  | <i>Where in the world is North America?</i>   | <i>Why are rivers important?</i>  | <i>Who were the Anglo Saxons and Vikings?</i>  | <i>Why is 1066 a significant year for British history?</i>   |
| National Curriculum Themes | Geography<br>Physical Fieldwork<br>Local Area Study   | World history<br>Characteristics of non-European societies<br>Achievements of mankind<br>Continuity and change   | Geography<br>Locational knowledge<br>Map skills   | Geography<br>Place knowledge<br>Human and Physical<br>Processes: rivers and water cycle, energy   | British history<br>Cultural and social history<br>Similarities and differences   | British history<br>Military<br>Political<br>Cause, consequence and significance  |
| Curriculum Links           | PSHE- climate change<br>Science- water cycle  | Geography- South America   | History- Maya   | Science- electricity, states of matter  | Y4 History- Romans in Britain  |  |
| Enrichment Opportunities   | Citizenship- promote ways to prevent climate change in local community  |  |   |   | Doncaster Museum links<br>Trip- Jorvik   | Doncaster Museum links   |
| Texts                      |                                  | <br> | <br> | <br><br> | <br>   |   |
| Fundamental Knowledge      | What is climate?<br>What is climate like in the northern hemisphere?<br>What different types of weather there is? | Who were the Mayans?<br>When did that Civilisation exist?<br>How did it compare to British civilisation?<br>What did the Mayans achieve?                               |    | Place (UK): River Thames<br>346km, second longest river in UK<br>Place (North America):Mississippi River, 3766km, second longest river in North America<br><br>Hydroelectricity<br>Distribution of resources<br>Transportation                                    | <b>When and where?</b><br>Britain, 410-1066AD<br><br><b>Who?</b><br>Scots, Anglo-Saxons and Vikings<br><br><b>How?</b><br>Scots invaded Britain from Ireland to North Britain (now Scotland)<br>Anglos Saxon invasions led to settlements and kingdoms<br>Some elements of art and culture were were same and different.<br>Vikings invaded Britain. | <b>When and where?</b><br>14 October 1066, Hastings, Southern Coast of Britain<br><br><b>Who?</b><br>Anglo Saxons, Vikings and Normans<br>William, Duke of Normandy<br>King Harold Godwinson<br><br><b>How?</b><br>Two armies fought for throne of England.<br>On a hilltop 7 miles from Hastings was army of Harold, who had been crowned king nine months earlier. |


## Humanities Knowledge and Skills Progression

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|                      |  |   |  |  | <p><b>Key vocabulary:</b> invasion, kingdom, settlement</p> <p>On the far side of the valley below, troops of Duke William of Normandy.</p> <p>By the end of the day, thousands lay dead on the battlefield, William was one step nearer to seizing the throne.</p> <p><b>Key vocabulary:</b> military, army, weapons, defence, king</p>  |  |
| <p><b>Skills</b></p> | <p>With support, devise fieldwork to observe, measure, record and present the physical features in the local area using graphs and digital technologies, and writing at length to explain conclusion</p> <p>Begin to suggest and justify lines of geographical enquiry</p> <p>Collect and record evidence in a variety of ways</p> | <p>When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)</p> <p>I can use a timeline to sequence local, national and international events as well as historical periods</p> <p>I am beginning to use historical periods as reference points</p> <p><u>I can describe and make some links between events, situations and changes within and between different periods and societies</u></p> <p>With prompts, I take account of a range of</p> | <p>Name and locate geographical regions of UK, identifying key topographical features of rivers and coasts.</p> <p>Locate the world's countries using maps (focus: North America) concentrating on environmental regions, key physical and human features, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries with greater accuracy and describe some features</p> <p>Confidently use 8 compass points and 4-figure grid</p> | <p>Explain, reason and begin to challenge geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a North American country</p> <p>Identify and explain key aspects of physical and human geography of a given area, (to include rivers, and the water cycle, and distribution of resources (e.g. energy, food, minerals and water)</p> <p>Begin to suggest and justify lines of geographical enquiry</p> | <p>When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)</p> <p>I can use a timeline to sequence local, national and international events as well as historical periods</p> <p>I can use historical periods as reference points</p> <p><u>I can describe, and am beginning to suggest reasons for, similarities and differences in society, culture and religion in Britain at local and national levels</u></p> | <p>When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)</p> <p>I can use a timeline to sequence local, national and international events as well as historical periods</p> <p>I can use historical periods as reference points</p> <p><u>I can explain my suggestions when giving reasons for and results of historical events, situations and changes</u></p> <p>I can explain which causes and consequences are most significant</p> |

## Humanities Knowledge and Skills Progression

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|  |  | <p>information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness</p> <p>I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms</p> | <p>references, as well as a selection of OS symbols and a key to locate objects on a map, and build knowledge of United Kingdom and wider world.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night) within context of latitude, longitude, Equator, Northern and Southern Hemisphere,</p> | <p>Compare sources about a location and select based on usefulness</p> <p>Make in-depth conclusions based on evidence/sources chosen</p> | <p>I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness</p> <p>I can explain my evaluation of particular pieces of information and of particular sources</p> <p>I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms</p> | <p>I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness</p> <p>I can explain my evaluation of particular pieces of information and of particular sources</p> <p>I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms</p> |
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Humanities Knowledge and Skills Progression

| Year 6                     | AUT 1<br>5 weeks  | AUT2<br>4 weeks   | SPR1<br>3 weeks  | SPR2<br>4 weeks   | SUM1<br>4 weeks  | SUM2<br>3 weeks  |
|----------------------------|---|---|--|---|--|--|
| Enquiry                    | <i>What caused World War Two?</i>   | <i>How was life on the Home Front different for men, women and children?</i>  | <i>Where in the world is the Arctic Circle?</i>  | <i>How has the Arctic Circle been affected by climate?</i>  | <i>How has crime and punishment changed over time?</i>   | <i>What's the safest route to Secondary school?</i>                  |
| National Curriculum Themes | British history<br>British history<br>Military<br>Political<br>Event beyond 1066<br><i>Cause, consequence and significance</i>  | British history<br>British history<br>Military<br>Event beyond 1066<br>Similarities and differences   | Geography<br>Locational knowledge<br>Map Skills<br>How has the Arctic been affected by climate change? | Geography<br>Place knowledge<br>Human and Physical<br>Processes: biomes, vegetation belts, climate zones  | Thematic history<br>British history<br>Cultural and social history<br>Continuity and change  | Geography<br>Fieldwork<br>Local Area Study<br>Transition             |
| Curriculum Links           | English- writing<br>Science - light   | English- writing  | Geography<br>Science   | Science- evolution<br>PSHE  | History<br>Geography   | Geography<br>PSHE  |
| Enrichment Opportunities   |   | Murton park / Eden camp visit   | Science ambassador talks   | Yorkshire Wildlife Park   | Crucial Crew<br>Doncaster museum visit   | Route linked to transition to Secondary school<br>PSHE- staying safe |
| Texts                      | Fireweed  | Letters From The Lighthouse   | Planet Peril   | Ecosystems of planet<br>Darwin's Dragons<br>Moth  | Horrible Histories- cruel crime and painful punishment   |  |
| Fundamental Knowledge      | <p><b>When and where?</b><br/>1939 -1945 allied and axis powers around the world.</p> <p><b>Who?</b><br/>World leaders including Chamberlain 879and Hitler.</p> <p><b>How?</b><br/>How did factors prior to the war contribute to it?</p> | <p><b>When and where?</b><br/>1939 - 1945 in the UK with a particular focus on Doncaster.</p> <p><b>Who?</b><br/>The influence that genders have on experience of life within Britain in WWII.</p> <p><b>How?</b><br/>Using primary source materials from the local area to compare and contrast stories.</p> |                     | <p>Two main types of biome in Arctic Circle: Arctic Tundra and Taiga Forest</p> <p>Temperature of deciduous forest in the Uk compared to taiga and tundra of the Arctic Circle.</p> | <p><b>Who, when and where?</b><br/>History of Britain- Romans, Saxons and Vikings, Normans and medieval, 16<sup>th</sup>-18<sup>th</sup> century, industrialisation including Victorian, last 100 years</p> <p><b>How?</b><br/>Observe changes in what is considered a crime (and who are criminals), punishments, ways to deter and detect crime, law enforcement, reliability of sources used.</p> |  |



## Humanities Knowledge and Skills Progression

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|--------|--|--|--|--|---|--|
|        |  |  |  |  | <p><b>Key vocabulary:</b> crime, criminal, deterrent, punishment, detection, law, enforcement, justice</p>  |  |
| Skills | <p>When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.</p> <p>I can analyse and explain reasons for and results of historical events, situations and changes.</p> <p><u>I can explain the significance of different causes and consequences.</u></p> <p>I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness</p> <p>I can select, organise and use relevant information to</p> | <p>When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.</p> <p><u>I can explain similarities and differences in experiences &amp; ideas, beliefs and attitudes of men, women and children in past societies.</u></p> <p>I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness</p> <p>I can select, organise and use relevant information to produce structured work,</p> | <p>Confidently name and locate geographical areas of UK, including some cities and counties, key topographical features and identifying human and physical features.</p> <p>and land use patterns, and understand how these aspects have changed over time.</p> <p>Locate the world's countries using maps (<u>focus: ??</u>) concentrating on environmental regions, key physical and human features, countries, and major cities.</p> <p>Begin to suggest and justify lines of geographical enquiry</p> <p>Identify the position and significance of latitude,</p> | <p>Explain, reason and challenge geographical similarities and differences through the study of human and physical geography of a region the United Kingdom and a Arctic Circle</p> <p>Work to independently identify and explain key aspects of human and physical geography, to include climate zones, biomes and vegetation belts</p> <p>Analyse sources for reliability, looking for patterns and anomalies</p> <p>Collect and record evidence in variety of ways and draw conclusions from it</p> | <p>When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.</p> <p><u>I can point out trends as well as links between events, situations &amp; changes within and between different periods and societies over long arcs of time.</u></p> <p>I can discuss how and why different arguments and interpretations of the past have been constructed</p> <p>I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.</p> | <p>Choose most appropriate map to locate and evaluate place being studied</p> <p>Use 8 compass points, 4- and 6-figure grid references and a selection of OS symbols and keys to accurately locate objects on a map and build knowledge of the United Kingdom and the wider world.</p> <p>Independently construct sketch maps and plans as part of fieldwork to present the human and physical features in the local area</p> <p>Independently devise fieldwork to observe, measure, record and present the human and physical features in the local area choosing an appropriate method (including sketch</p> |

## Humanities Knowledge and Skills Progression

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|  | produce structured work,<br>making appropriate use of<br>dates and terms. | making appropriate use of<br>dates and terms. | longitude, Equator, Northern<br>and Southern Hemisphere,<br>the Tropics of Cancer and<br>Capricorn, Arctic and<br>Antarctic Circle,<br>Prime/Greenwich Meridian<br>and time zones (including<br>day and night) | Understand how different<br>evidence will lead to<br>different conclusions |  | maps, plans and graphs,<br>digital technologies), writing<br>at length to explain method<br>and conclusions<br><br>Independently suggest and<br>justify lines of geographical<br>enquiry and method for<br>doing so |
|--|---|---|--|--|--|---|