

Cranmore Infant School

Humanities curriculum

(currently under review 2021/2022)

*We love to learn and together
we grow*

Intent & Vision

History

At Cranmore, our vision is to develop our children's understanding of their place in time, their own history and how this compares to times gone by. We aim to encourage children's curiosity about different time periods and people in the past, to see themselves as historians. The children will develop an understanding of the achievements of key historical figures and events and their impact on the world.

Geography

Our vision is to encourage our children to be inquisitive and have an understanding of the world around them, including their own locality and that of the wider world. We aim to support their understanding of their place in the world and that of others in different places - to foster an appreciation and understanding of different people, places, cultures and traditions. We want our children to learn the things they can do to look after their world and the things they can do to make it a better place.

Implementation -History

- **Aims**
- To develop the children's curiosity and understanding of events and people in a variety of times and places.
- To develop an interest in the past fostering an appreciation of human achievements and aspirations.
- To build a sense of chronology by building timelines of their own history and that of other times.
- To learn about major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To develop an understanding of how we know about the past.
- vocabulary

Implementation - Geography

▶ Aims

- ▶ To stimulate children's interest in their surroundings and develop an understanding of physical and human processes.
- ▶ To build understanding, tolerance and respect for other places and cultures.
- ▶ To provide children with learning opportunities to enthuse, engage, motivate and foster a sense of curiosity and wonder at the beauty of the world around them.
- ▶ To have respect for the world around them and to inspire them to look after it.
- ▶ To develop a sense of responsibility for the world and to know human impact on it.
- ▶ To make sense of their own surroundings through learning about their own locality and that of others - to make connections between people and the environment.
- ▶ To know the similarities and differences between people and places.
- ▶ To develop their fieldwork skill by using maps and equipment to enhance their understanding of the world around them and to see patterns between people and places.
- ▶ Vocabulary

History whole school schema

	Nursery	Reception	Year 1	Year 2
Knowledge	<ul style="list-style-type: none"> Order and talk about events in their own life. 	<ul style="list-style-type: none"> Know and say a key past event in their own lives 	<ul style="list-style-type: none"> Order and place two periods on a timeline eg. now and a studied era Know people they have studied from sight and a key fact Key information about the era studied 	<ul style="list-style-type: none"> key dates, facts and events linked to the era studied key facts about key figures studied How to place a group of objects and events on a time line, related to a particular era and explain.
Cause and effect			<ul style="list-style-type: none"> Children can describe a cause and effect from the period covered 	<ul style="list-style-type: none"> Children can identify a few relevant causes and effects from one of the main events covered.
Investigating the past		<ul style="list-style-type: none"> Can ask and answer a historical question related to their own life 	<ul style="list-style-type: none"> Children can ask and answer a few valid historical questions 	<ul style="list-style-type: none"> Children can plan questions and produce answers to a few historical enquiries using historical terminology
Using sources as evidence	<ul style="list-style-type: none"> Can notice how they have changed using photographs 	<ul style="list-style-type: none"> Children can extract information about the past from their own lives using photographs 	<ul style="list-style-type: none"> Children can extract information about the past from different sources eg, artefacts, written, oral , photographs 	<ul style="list-style-type: none"> Children can use and begin to critically evaluate historical sources to answer simple questions about the past.
Key vocabulary (5 main words in bold)	before after yesterday today tomorrow	now next then timeline past		

Geography whole school schema

		Nursery	Reception	Year 1	Year 2
Knowledge		<ul style="list-style-type: none"> Weather types by direct observation. 	<ul style="list-style-type: none"> Weather types by images. Name where they live. Land and water on a UK map Their Birthday month 	<ul style="list-style-type: none"> Continents Locate UK countries and know the flags. Weather types Land and water on a map Months of the year and seasons 	<ul style="list-style-type: none"> Continents Oceans OS symbols Cities of the UK European countries Order months of the year and seasons.
Location and Place	UK and Local area	To name the country they live in	Recognise 4 countries on a map of the UK	Recognise 4 countries and surrounding seas on a map of the UK	Recognise countries, capital cities and surrounding seas features on a map of the uk.
	The World and Continents			Name and locate the 7 continents on a world map	Identify the relative locations of the continents and oceans on a world map and the position of the equator and the north and south poles.
Human and Physical Geography	Weather Patterns	Talk about the day to day weather and some features of seasons in their locality	<p>Talk about the day to day weather and some features of seasons in their locality</p> <p>Start to understand that other places in the world are hot or cold</p>	Talk confidently about seasonal and daily weather patterns in the UK Understand that other place in the world are hot or cold and make links to continents	<p>Talk confidently about how seasons change throughout the year and characteristic weathers associated with those seasons</p> <p>Describe the pattern of hot and cold areas of the world and relate these to the position of the equator and the poles</p>
	Physical and Human features	Recognise different natural environment in stories, e.g forest, sea. To learn not to drop litter and why.	Use basic vocabulary to describe physical features such as beach, forest, mountain, sea. Investigate a key element of the local area, e.g. traffic, shops. To know the importance of taking care of the local area and some ways they can do this.	Can recognise natural and human environment, describe them and contrast village and city. To talk about the impact of human interaction on the environment.	<p>Investigate the local area and its human and physical geography and contrast with a non-European country.</p> <p>Can recognise different natural environments and describe them using a range of key vocabulary e.g. habitats</p> <p>Talk about the impact of human interaction on the environment and describe some solutions.</p>

Geography whole school schema (skills)

	Nursery	Reception	Year 1	Year 2
Mapping Skills	<ul style="list-style-type: none"> To see the UK on a wall map. To construct a physical representation of a journey through a known story. 	<ul style="list-style-type: none"> To use a UK wall map or atlas to locate the 4 countries. 	<ul style="list-style-type: none"> To use a UK wall map or atlas to locate the countries and surrounding seas. To describe a journey on a map of the local area locating features and landmarks seen on the journey. 	<ul style="list-style-type: none"> To use a range of mapping skills to be able to describe features and routes on a wide range of maps, e.g. be able to use maps, atlases, satellite pictures and globes. To describe a journey on a map of the local area locating features and landmarks seen on the journey, using simple compass directions and directional language
Geographical and Field work skills	<ul style="list-style-type: none"> To describe weather daily. 	<ul style="list-style-type: none"> To construct a physical representation of a journey through a local area. To identify different weathers and describe them. 	<ul style="list-style-type: none"> To use photographs to draw a representational map of a journey in the local area. To record features of weather based on first-hand observation using pictures and symbols. 	<ul style="list-style-type: none"> Study the geography of school and the local area accurately. To use aerial photographs to draw a map with a key of landmarks and places To record features of weather based on first-hand observation using pictures and symbols, e.g. weekly weather chart and identify patterns.
Key vocabulary (5 main words)	<p>map journey road house town</p>	<p>country mountain sea forest environment</p>		

Nursery

History Knowledge

- ▶ Order and talk about events in their own life.

History Key Vocabulary

time in relation to personal clock/time line, day, night, **before, after, yesterday, today, tomorrow**

Geography Knowledge

- ▶ Weather types by direct observation.

Geography Key Vocabulary

Plan, map trip journey house, castle, bridge, stream, river, woods, path, farm park, woods, railway, village, town

NURSERY

History curriculum

	Autumn	Spring	Summer
Cause and effect	<ul style="list-style-type: none">• Begin to understand change over time, from birth in relation to themselves• Time in relation to events in their own lives• Introduce children to their own personal clock through daily routines in nursery• Introduce children to their own personal time line through birthdays	<ul style="list-style-type: none">• Understand the daily routine in Nursery in relation to own personal clock• Introduce opportunities to share stories, role play and talk about personal elements of events in children's lives	<ul style="list-style-type: none">• Sequence events in their own lives in relation to the passage of time and future events• Know the sequence of the days of the week
Investigating the past			
Using sources as evidence		<ul style="list-style-type: none">• Can notice how they have changed using photographs	

NURSERY

Geography curriculum

		Autumn	Spring	Summer
Location and Place	UK and Local area		<ul style="list-style-type: none"> Comment and ask questions about where they live 	<ul style="list-style-type: none"> Visit local places in the environment in relation to the learning. To name the country they live in
	The World and Continents			
Human and Physical Geography	Weather Patterns	<ul style="list-style-type: none"> Introduce children to and explore aspects of Autumn and Winter Know practitioners and their role within the setting Begin to understand other peoples roles in the wider community Show an interest in features of new nursery environment 	<ul style="list-style-type: none"> Recognise and talk about changes in the weather and the impact of this on our way of life Promote an awareness of seasonal change e.g. winter/spring Understand and describe features of other environments through events, stories, photographs e.g. local shops, countryside, structures, other countries Show an interest in other people's roles in the community 	<ul style="list-style-type: none"> Introduce children to and explore aspects of spring and summer To learn not to drop litter and why. Begin to identify similarities and differences between features of the local environment Discuss the need to care for the local environment
	Human and physical features			
Mapping Skills		<ul style="list-style-type: none"> Identify key features of indoor and outdoor environment through symbols, photographs, talk 	<ul style="list-style-type: none"> Model and use simple journey maps through experiences, activities, stories, rhymes e.g. Journey to school 	<ul style="list-style-type: none"> Develop simple mapping skills through journeys in relation to the learning theme (e.g. 3D model of 2D picture, woodland walk etc) To construct a physical representation of a journey through a known story. To see the UK on a wall map.
Geographical and Field work skills				

Reception

History Knowledge

- Know and say a key past event in their own lives

History Key Vocabulary

now, first, next, then, last week, last season, last month, old, adult

Geography Knowledge

- Weather types by images.
- Name where they live.
- Land and water on a UK map
- Their Birthday month

Geography Key Vocabulary

busy, noisy, ugly, litter, pollution, attractive, design, architecture, pillars, footings
environment, conservation, train, bus, road, motorway, railway, landscape, view, sea, countryside,
valley, mountain beach, forest

RECEPTION

History curriculum

Autumn

Spring

Summer

• Cause and effect

- Provide opportunities to talk about the passage of time in relation to events in children's lives
- Relate their own personal clock to the routines in the reception class
- Talk about their own personal time line in relation to events in their own lives e.g. birthdays, weddings, starting school
- Know the days of the week
- Begin to be aware of the months of the year

- Know the routines in the reception class in relation to their own personal clock
- Talk about their own personal time line
- Model and encourage children to use and understand the vocabulary of time e.g. yesterday, this morning, last week, 2 weeks ago, first, then etc.
- Explore winter and spring, and know, discuss and record key features
- Begin to understand the sequence of the months of the year

- Provide opportunities to share stories, role play and talk about the passage of time in relation to their own lives
- Begin to explore routines in Year 1 e.g. Literacy, Numeracy, timetable, playtime
- Talk about own personal timeline in relation to events in their own lives
- Know the seasons of the year and some of the key features
- Know the months of the year

• Investigating the past

• Using sources as evidence

- Can ask and answer a historical question related to their own life

- Sequence and order events in their own lives in relation to the passing of time using diary, photographs, pictures, reference books, tape recorder, discussing their work, using appropriate vocabulary

- Sequence and order events in their own lives in relation to the passage of time, and future events using diary, photographs, tape recorders, CD ROM, reference materials, range of artefacts, visitors, discussing and recording their work using appropriate vocabulary

RECEPTION

Geography curriculum

		Autumn	Spring	Summer
Location and Place	UK and Local area	<ul style="list-style-type: none"> To know the town in which they live 	<ul style="list-style-type: none"> To know the name of the country in which they live. 	<ul style="list-style-type: none"> Recognise 4 countries on a map of the UK
	The World and Continents			
Human and Physical Geography	Weather Patterns	<ul style="list-style-type: none"> Explore Autumn and Winter and know and discuss key features 	<ul style="list-style-type: none"> Understand seasonal weather change winter-spring 	<ul style="list-style-type: none"> Talk about the day to day weather and some features of seasons in their locality
	Human and physical features	<ul style="list-style-type: none"> Involve children in organising and planning indoor and outdoor environments expressing their likes and areas for development 	<ul style="list-style-type: none"> Investigate a key element of the local area, e.g. traffic, shops. Encourage children to think about ways of improving the local environment To know the importance of taking care of the local area and some ways they can do this. Understand the role of key adults in the local environment 	<ul style="list-style-type: none"> Start to understand that other places in the world are hot or cold Understand and talk about seasonal weather changes (spring/summer) Encourage children to think about ways of improving the natural environment Identify similarities and differences between 2 areas through story, experiences, photographs, etc. Understand the role of key adults in the natural environment e.g. park keeper, traffic patrol
Mapping Skills		<ul style="list-style-type: none"> Use journey/story maps to further children's understanding and creativity in relation to story, events, photographs and experiences 	<ul style="list-style-type: none"> Challenge children's thinking in relation to story, events and experiences by modelling working out a route, and imaginary landscapes 	<ul style="list-style-type: none"> To construct a physical representation of a journey through a local area. To use a UK wall map or atlas to locate the 4 countries.
Geographical and Field work skills		<ul style="list-style-type: none"> To identify different weathers and describe them. 	<ul style="list-style-type: none"> Understand and describe features of the local and built environment through walks, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes 	<ul style="list-style-type: none"> Understand and describe features of the natural environment through walks, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes and areas for development

Year One

History Knowledge

- Order and place two periods on a timeline eg. now and a studied era
- Know people they have studied from sight and a key fact
- Key information about the era studied

History Key Vocabulary

Timeline, dates, change, difference, compare, artefacts, significant, information, order.

Geography Knowledge

- Continents
- Locate UK countries and know the flags.
- Weather types
- Land and water on a map
- Months of the year and seasons

Geography Key Vocabulary

Continent, Europe, North America, South America, Australasia (Oceania), Antarctica, Africa, Asia, countries, United Kingdom, UK, Great Britain, Wales, Ireland (Northern), Scotland, maps, weather, World, land, water, seaside, town, city, spring, summer, autumn, winter, months, seasons.

YEAR ONE

History curriculum

	Autumn	Spring	Summer
Cause and effect	<ul style="list-style-type: none">• Provide opportunities to investigate changes in their living memory - how they have changed since they were a baby.	<ul style="list-style-type: none">• Investigate an event beyond their living memory and how this has impacted on modern life - Victorian Britain.• To study the life of a significant figure - how they dressed, what changes they made to the way we live now - Queen Victoria.	<ul style="list-style-type: none">• Provide opportunities to learn about the history of their own locality (school changes).• To look at how the location around school has changed (traffic, buildings, transport use).
Investigating the past	<ul style="list-style-type: none">• Investigate how toys have changed and give some reasons why.	<ul style="list-style-type: none">• Provide opportunities for the children to ask questions about Victorian Times, specifically the lives of children.	<ul style="list-style-type: none">• Provide opportunities to ask questions about their own local history.
Using sources as evidence	<ul style="list-style-type: none">• To use photographs to find out how things have changed for children over the years - toys.	<ul style="list-style-type: none">• Use role-play, photographs, artefacts and video clips to investigate life in Victorian times and make links with our life now.	<ul style="list-style-type: none">• Use photographs, maps and local information to find out how their local area has changed through time.

YEAR ONE

Geography curriculum

		Autumn	Spring	Summer
Location and Place	UK and Local area The World and Continents	<ul style="list-style-type: none"> To know the names of the 4 countries in the United Kingdom and locate them on a UK map. 	<ul style="list-style-type: none"> To name the 7 continents of the World and locate them on the world map with support. To know what continent we live in. 	<ul style="list-style-type: none"> To locate 7 continents and seas on a World map independently.
Human and Physical Geography	Weather Patterns Human and physical features	<ul style="list-style-type: none"> To confidently identify weather patterns in the UK. To know the seasons and some weather patterns associated with each one. 	<ul style="list-style-type: none"> To make links between weather patterns in the UK and other parts of the world (link to continents - Antarctica) To use a World map to locate 7 continents independently. To talk about the impact of human interaction on the environment. 	<ul style="list-style-type: none"> To investigate and identify differences between our town and a contrasting village or city in the UK. To compare physical features - beach, cliff, forest, hill, mountain, sea, river. To compare human features - city, town, village, factory. To talk about the impact of human interaction on the environment and think of some possible solutions.
Mapping Skills		<ul style="list-style-type: none"> To use a UK wall map to locate the 4 countries. 	<ul style="list-style-type: none"> To use a World map to locate 7 continents with support. 	<ul style="list-style-type: none"> To use a World map to locate 7 continents independently. To describe a journey on a map of the local areas locating features and landmarks
Geographical and Field work skills		<ul style="list-style-type: none"> To investigate and record daily weather patterns in a given time frame. To use weather symbols. 	<ul style="list-style-type: none"> To use photographs and video clips to investigate the differences between UK and Antarctica. 	<ul style="list-style-type: none"> Use photographs, video clips, tourist information and maps to compare 2 localities in the UK. To talk about the impact of human interaction on the environment from personal observation of the local area.

Year Two

History Knowledge

- key dates, facts and events linked to the era studied
- key facts about key figures studied
- How to place a group of objects and events on a time line, related to a particular era and explain.

History Key Vocabulary

Timeline, dates, change, difference, compare, artefacts, significant, information, order, reasons, answer, enquire, evaluate, causes and effects.

Geography Knowledge

- Continents
- Oceans
- OS symbols
- Cities of the UK
- European countries
- Order months of the year and seasons.

Geography Key Vocabulary

Continent, Europe, North America, South America, Australasia (Oceania), Antarctica, Africa, Asia, countries, United Kingdom, UK, Great Britain, Wales, Ireland (Northern), Scotland, maps, weather, World, land, water, seaside, town, city, spring, summer, autumn, winter, months, seasons.

YEAR TWO

History curriculum

Autumn

Spring

Summer

Cause and effect

- To investigate a key historical event with key dates and how this has led to changes in our own lives (moon landing).
- To know about the life of a significant person in the past and discuss how this person has changed how we live now (Neil Armstrong, John Dunlop).

- To investigate a key historical event with key dates and how this has led to changes in our own lives (Great Fire of London).
- To investigate why the fire spread so quickly and how the devastation has led to London changing to how we see it now.

- To investigate a significant historical figure in our own locality (Lady Jane Grey, Shakespeare).
- To think about how their lives have impacted on our own lives.

Investigating the past

- Ask a question for a line of enquiry and provide opportunities to find out the answers.
- Use historical terminology in relation to the passing of time and put events and lives of historical figures on a timeline.

- Ask why events happened as they did and think about some ways this has improved life for us.
- Put events on timeline and compare to the last historical event.

- Ask what the historical figure did, why they are famous and how our lives have changed as a result.
- Put key events in significant person's life on timeline and compare to other historical figures.

Using sources as evidence

- Use photographs, video clips and artefacts to critically evaluate the past event and life of historical figure.

- Use photographs, video clips and artefacts to critically evaluate the past event and life of historical figure.
- Think about how we know about the Great Fire and think about different sources of evidence.

- Use photographs, video clips and artefacts to investigate changes to our local area.
- Think about the evidence and sources we are using to find out about the history of our locality.

YEAR TWO

Geography curriculum

		Autumn	Spring	Summer
Location and Place	<p>UK and Local area</p> <p>The World and Continents</p>	<ul style="list-style-type: none"> To know the 4 countries of UK and to name their capital cities. To locate 7 continents and seas on a World map independently. 	<ul style="list-style-type: none"> To locate the 7 continents and surrounding continents of a World map. To know the position of the equator and North and South Poles on a World map or globe. 	<ul style="list-style-type: none"> To begin to name capital cities in some European countries.
Human and Physical Geography	<p>Weather Patterns</p> <p>Human and physical features</p>	<ul style="list-style-type: none"> To talk confidently about weather patterns in different seasons and how they change throughout the year. 	<ul style="list-style-type: none"> Describe the weather patterns of hot and cold areas of the world. Make links between the climate and the effects on how people live - food grown, drought and daily life. Compare weather patterns in Africa to those of the UK. Relate these differences to the position of the equator and poles. 	<ul style="list-style-type: none"> Investigate the local area and its human and physical geography and contrast with a non-European country. Recognise different natural environments and describe them using a range of key vocabulary e.g. habitats. Talk about the impact of human interaction on the environment and describe some solutions - pollution in the air and oceans.
Mapping Skills		<ul style="list-style-type: none"> To use simple compass directions and directional language to describe a route. 	<ul style="list-style-type: none"> To use a range of mapping skills to be able to describe features and routes on a wide range of maps, e.g. be able to use maps, atlases, satellite pictures and globes. 	<ul style="list-style-type: none"> To describe a journey on a map of the local area, locating features and landmarks seen.
Geographical and Field work skills		<ul style="list-style-type: none"> To record features of weather based on first-hand observation using pictures and symbols, e.g. weekly weather chart and identify patterns. To use aerial photographs to draw a map with a key of landmarks and places 	<ul style="list-style-type: none"> To use photographs, videos and world map to discuss differences between weather patterns in the UK and those in Africa. 	<ul style="list-style-type: none"> Study the geography of school and the local area accurately.