St Andrew's Humanities Curriculum

Years 1&2

Year A	Autumn **From Land's End to John O'Groats** *What does it mean to be British?*	Spring **To the Edge of the World** *What does it mean to have courage?*	Summer **All Things Bright and Beautiful** *Why is it important to look after our world?*
Year 1&2	**A virtual tour of the UK learning about landscapes, culture and significant events in history.** **History:** How we find out about the past The lives of significant individuals in the past who have contributed to national and international achievements: Richard Trevithick, Isambard Kingdom Brunel **Plus: Guy Fawkes, St Andrew's Day, Remembrance** **Geography:** key physical and human features of a landscape name, locate and identify characteristics of the four countries and capital cities of the United Kingdom . use world maps, atlases and globes to identify the United Kingdom and its countries . use simple compass directions	**History:** Asking questions and finding out about the past. Compare the lives of 2 explorers from different perspectives - Columbus & Armstrong and explore their legacies, plus the contribution of Mae Jemison **Geography:** Locational knowledge of the world	**Geography: Exploring the landscapes of diverse world habitats.** Name and locate the world's continents and oceans identify seasonal and daily weather patterns n of hot and cold areas of the world in relation to the Equator and the North and South Poles
Year B	**Autumn** **Where we Live** ***What does it mean to belong to a diverse community?***	**Spring** **Changing homes, changing times.** ***How can I become an agent of change?***	**Summer** **On the Farm** ***Where does our food come from and how can we make sure there's enough for everyone?***
Year 1&2	**History:** Significant people, events and places in Plymouth *(Drake, Nancy Astor, Jack Leslie and the renaming of Sir John Hawkins Square)* The story of Grace Darling. **Plus: Guy Fawkes, St Andrew's Day, Remembrance**	**History:** How our homes have changed over time. Significant inventions e.g telephone. Have all changes been good?	**Geography: Local farms and farms in St Lucia (human and physical geography) and the importance of Fair Trade.** Identify seasonal and daily weather patterns of hot and cold areas of the world in relation to the Equator and the North and South Poles key physical and human features of a landscape

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Years 3&4

Year A	**People on the Move** ***Why did people go on journeys?*** ***What does migration look like in modern times?***	**Spring** **Children of the World** ***How do different people live around the world?*** ***Why is diversity important?***	**Summer** **Our Strength Within** ***How do people adapt to challenges?***
Year 3&4	**History:** Anglo-Saxon invasion & settlement Vikings raids and invasion. How the Anglo-Saxons invaded and settled in Britain, exploring their villages, beliefs, daily life, and the changes they brought. Viking raids and invasions: understanding why the Vikings came, how they lived, and the impact they had on Britain.	**Geography:** Physical and Human features in different continents. Compare the lives, schooling and homes of children around the world. Use atlases and maps accurately to develop skills to locate countries across all continents while understanding key physical and human features such as rivers and mountains. Use time zones to compare regions across continents, use compass points and 4 point grid references to compare direction.	**History:** World War 2: countries involved, evacuation, the Blitz, rationing, air raids, blackouts, gas masks. **Geography: L**ocate countries around the world with a particular focus on Europe and the UK, using maps to support understanding including looking at old maps to study the path of allies/axis and countries which no longer exist (Yugoslavia). Particular focus on bomb maps for Plymouth.
Year B	**Back to the Stone Age!** ***Why is it important to be resilient?***	**Roman Invaders!** ***What is Legacy? How do we see the Roman legacy today?***	**From the Moor to the Sea** ***How does learning about our local area affect how we protect it for the future?***
Year 3&4	**History:** The Stone Age. Bronze Age. Iron Age. Explore the Stone Age, Bronze Age, and Iron Age, learning how early humans lived, farmed, used tools, and developed new technologies. Examine how society, settlements, and daily life changed across these three major prehistoric periods.	**History:** The Roman Empire, its impact on Britain & the legacy of the Romans. The Roman Empire's expansion and its invasion of Britain, exploring how Roman rule transformed life through new technology, roads, towns, language, and culture.	**Geography:** UK region–Dartmoor and Plymouth Physical and human features and development. Identify and locate UK counties, cities, geographical regions, and key physical features such as mountains, rivers, coast including the water cycle.

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Years 5&6

Year A	Autumn **The Power of Propaganda** *How does the media impact/influence society?*	Spring **Echoes of Destruction** *What is the environmental impact of mankind?*	Summer **Citius, Altius, Fortius** *What will be your legacy?*
Year 5&6	History: The powerful role of propaganda during World War II, and the lasting impact of the war to include the Windrush generation also linking to modern day and the role of propaganda e.g Fake News and Ai Geography: Changes to human geography within Europe during WW2	History:"The Amazon Transformed: A Century of Change in the World's Largest Rainforest" Geography: Case Study - The Amazon - Place knowledge, locational knowledge; physical geography with an emphasis on rivers	History: "Exploring Greek Civilization: Its Legacy, Achievements, and Lasting Impact on the Western World" Geography: Locational knowledge: mapping the history of Olympic host nations
Year B	**Autumn** **A single thread does not make a cloth** ***How is our culture enriched by diversity?***	**Spring** **The Winds of Change…** *What Can We Learn From Our Ancestors?*	**Summer** **All Aboard!** *Is progress always positive?*
Year 5&6	History: Non-European society to provide a contrast with British history: A Study of Ancient Benin Geography: Place knowledge, Locational Knowledge. Longitude, latitude, time zones.	History: Achievements of early civilisations. The Shang Dynasty of Ancient China – Dragon Bones, Gods and social Hierarchy. Geography: 4-figure and 6-figure grid references of significant archaeological and historical sites linked to the Shang Dynasty and their location to modern Chinese landmarks.	History & Geography: Exploring the impact of progress focusing on the Industrial Revolution, the significance of the steam engine and railways, and the development of Victorian seaside tourism, Fieldwork and research in the seaside town of Paignton: mapping exercises, surveys. Historical investigations to deepen children's understanding of how industrialisation and societal changes have shaped local and national landscapes over time.