



Chadsgrove Curriculum Long Term Planning: Humanities

Curriculum Intent

Our aims in teaching Humanities include the following:

History

- Promote an enquiring mind, empowering pupils to ask and answer questions about the past
- Teach pupils about similarities and differences between times in history
- Develop an awareness of time and the sequencing of time
- Understand that events have many causes and consequences
- Develop knowledge and understanding of past culture
- Provide appropriate accreditation and opportunities for life beyond school

Geography

- Empower pupils to ask and answer questions about the world
- Increase knowledge and understanding of other cultures and see the world from others' points of view
- Develop tolerance and understanding through the study of other people and environments
- Encourage a commitment to sustainable development and an appreciation of what global citizenship means
- Provide appropriate accreditation and opportunities for life beyond school

Pre-Formal Curriculum Pathway : Pupils who are following the Pre-Formal Curriculum Pathway experience aspects of Humanities through their Thinking Skills and Communication Skills work. The Barrs Court Curriculum and the Equals Pre-Formal Curriculum are used to inform teachers' planning. Learning Objectives are selected which are most relevant to pupils' personalised outcomes, in the areas of Visual, Auditory, Tactile and Cognitive Development.

Semi-Formal Curriculum Pathway: Pupils who are following the Semi-Formal Curriculum Pathway follow National Curriculum topics. These are supported by planning and resources from EQUALS which enable appropriate delivery based on pupils' abilities.

Formal Curriculum Pathway: Pupils who are following the Formal Curriculum Pathway follow the National Curriculum more closely but at an appropriate level to pupils' abilities. These lessons could still be supported by planning and resources from EQUALS where appropriate. In Key Stage 4, Humanities may be studied as a four year, four unit, WJEC Entry Level Pathways course, where appropriate to the pupils' ability.

Curriculum Implementation

Pupils following the Formal and Semi-Formal Curriculum Pathways all have a clearly timetabled Humanities lesson each week. This Long Term Plan below outlines the distribution of Geography and History topics over the year and ensures this a balanced curriculum. The nature and organisation of these lessons depends upon the age and ability of the pupils. Lessons are differentiated and personalised so that all pupils can access their lessons appropriately.

A holistic approach to learning about Humanities takes place within the Pre-Formal Curriculum Pathway. Personalised objectives may be taught in a variety of sessions, including Sensory Stories, TACPAC, Messy Food Play/Sensory Cooking and Creative Arts. Learning will also take place in a variety of settings, such as the classroom, Multi Sensory Room, Art Room and in the sensory garden or forest school areas.

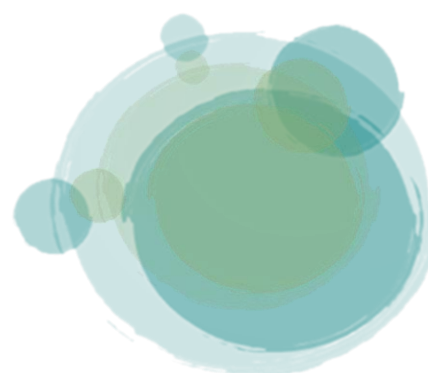


Key Stage 1


KS1	Autumn	Spring	Summer
2022-23	<u>People and Places</u>	<u>Amazing Animals</u>	<u>Out at Sea</u>
	<u>Geography:</u> N/A	<u>Geography:</u> To understand geographical similarities and differences through studying the human and physical geography of a small area within the school environment, and of a local farm or the local village. To begin to use simple compass directions (North, South, East and West) and understand directional language e.g. forwards, backwards, left and right.	<u>Geography:</u> To begin to identify when it is hot or cold in relation to weather. To differentiate between land and ocean.
	<u>History:</u> Significant historical events, people and places in their own locality. <i>IDEAS: Explore the life of John Cadbury and the introduction of Cocoa Beans. How has chocolate changed over the years? Visit to Cadbury World.</i>	<u>History:</u> N/A	<u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different period <i>IDEAS: Explore the life of Christopher Columbus</i>
2023-24	<u>All about me</u>	<u>Let's Build</u>	<u>Out and about</u>
	<u>Geography:</u> To introduce simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<u>Geography:</u> N/A	<u>Geography:</u> To observe, find out about and identify features in the place they live and the natural world. To begin to introduce basic maps e.g. of the class or school.
	<u>History:</u> Changes within living memory – where appropriate these should be used to reveal aspects of change in national life. <i>IDEAS: Compare differences between 'now' and 'then' e.g. What do we do now after school? What did our parents do after school? What music do you like? What music did your Nan and Grandad like? Explore equipment used to listen to music e.g. record player, tapes, CD, iPod, YouTube etc. Introduce simple timelines. Look at different genres of music including classical (Edward Elgar is a local composer).</i>	<u>History:</u> Events beyond living memory that are significant nationally or globally (for example, the first aeroplane flight). <i>IDEAS: Explore the life of William Morris – founder of Morris Motors born in Worcester. Look at how cars have changes over the years. Look at how wheels work. Design and make a car. Look at other modes of transport e.g. trains, aeroplanes, concorde?</i>	<u>History:</u> N/A

KS1	Autumn	Spring	Summer
2024-25	<u>Wonderful World</u>	<u>Perfect Plants</u>	<u>Journeys</u>
	<u>Geography:</u> N/A	<u>Geography:</u> To introduce basic geographical vocabulary to refer to key physical features including beach, cliff, forest, hill, mountain, sea, ocean, river, soil, weather.	<u>Geography:</u> To begin to identify local weather patterns which may include the development and understanding of how weather changes seasonally.
	<u>History:</u> Changes within living memory – where appropriate these should be used to reveal aspects of change in national life. <i>IDEAS: Look at Toys around the world. Set up a toy museum. Visit to the Black Country Museum. Role play a day at school 100 years ago. Sort. Look at how toys are made – compare and sort old and new toys</i>	<u>History:</u> N/A	<u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different period <i>IDEAS: How we get in touch with each other. Use of messengers (human / birds). Telegrams, post, postman. Look at the life of local man Sir Rowland Hill who invented the pre-paid postage stamp</i>

Each Autumn Term in KS1, pupils will learn about the Gunpowder plot and Guy Fawkes through the celebration of Bonfire Night. They will also learn about Remembrance Day through the Poppy symbol and it's meaning.



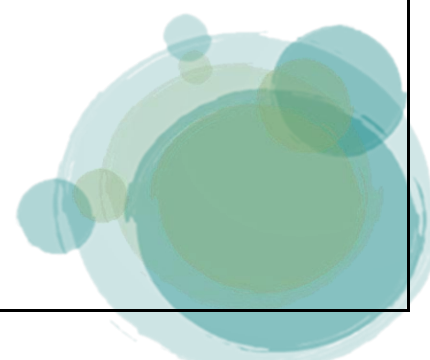
Key Stage 2:

KS2	Autumn	Spring	Summer
2022 - 23	<u>Our Environment</u>	<u>Jungle Beat</u>	<u>Around the world</u>
	<p>Geography: Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, device a simple map: and use and construct basic symbols in a key. (KS1)</p> <p>Locational knowledge: Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas (KS1)</p>	<p>Geography: Human and physical geography: Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains (KS2)</p> <p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in South America (The Amazon) Describe features studied in human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Geography: Place Knowledge: To understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in Egypt (KS1)</p>
	<p>History: A local history study (KS2)</p>	<p>History: N/A</p>	<p>History: The achievements of the earliest civilizations – Ancient Egypt (KS2)</p>
2023-24	<u>Our bodies and minds</u>	<u>Clever construction</u>	<u>Pirates</u>
	<p>Geography: Human and physical geography: Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water (KS2).</p>	<p>Geography: N/A</p>	<p>Geography: Geographical skills and fieldwork: To use simple compass directions and locational and directional language to describe the location and features and routes on a map. (KS1)</p>
	<p>History: Changes in Britain from the Stone Age to Iron Age - Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae (KS2)</p>	<p>History: Britain's settlement by Anglo-Saxons and Scots – explore Anglo-Saxon invasions, settlements and Kingdoms and Anglo-Saxon art and culture (KS2).</p>	<p>History: N/A</p> 

KS2	Autumn	Spring	Summer
2024-25	<u>New Adventures</u>	<u>Space and the Solar System</u>	<u>Fantasy and Magical Worlds</u>
	<u>Geography:</u> N/A	<u>Geography:</u> Human and physical geography: To identify hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1) Northern hemisphere and Southern hemisphere (KS2)	<u>Geography:</u> Locational knowledge: locate the world's countries using maps to focus on Europe – understand geographical similarities and differences through the study of human and physical geography of England and Greece.
	<u>History:</u> The Roman Empire and its impact on Britain – Julius Caesar (KS2)	<u>History:</u> Lives of significant individuals: Neil Armstrong / Wright brothers (KS1)	<u>History:</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world (KS2)
2025-26	<u>Marvelous Me</u>	<u>Rise of the Robots</u>	<u>Water</u>
	<u>Geography:</u> Geographical skills and fieldwork: use maps, atlases, globes, digital mapping (google maps) to locate different places that they have been and experienced (KS2).	<u>Geography:</u> N/A	<u>Geography:</u> Locational Knowledge: Name and locate the world's seven continents and 5 oceans (KS1) Human and physical geography: Describe and understand key aspects of physical geography including: the water cycle (KS2)
	<u>History:</u> Changes in Britain from the Stone Age to the Iron Age: Britain's settlement by Anglo-Saxons and Scots (KS2)	<u>History:</u> A significant turning point in British history e.g first railways (KS2) Or The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ☐ significant historical events, people and places in their own locality	<u>History:</u> N/A

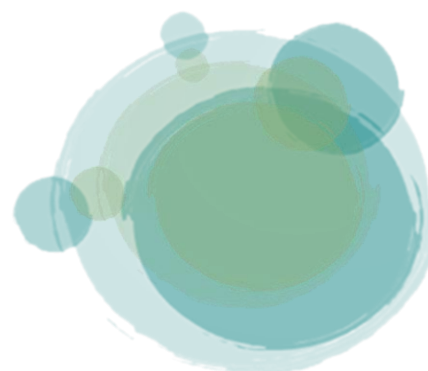
Key Stage 3:

KS3	Autumn	Spring	Summer
2022-23 EQUALS	Africa	Our Community / Britain	Celebrations / Food & Drink
	People	People / Recycling	Festivals / Food
	<u>Geography:</u> Africa with a focus on Kenya (or other African country). Key physical and human characteristics, countries and major cities (NC KS3) Suggested out of School learning: West Midlands Safari Park	<u>Geography:</u> Our local area: with focus on local and UK maps and field work, including economic activity and recycling (NC KS2 and 3) Suggested out of School learning: walking visits to Catshill	<u>Geography:</u> N/A
	<u>History:</u> N/A	<u>History:</u> A local history study (NC KS2) A study over time of how national history is reflected in the locality or a visit to a site.	<u>History:</u> Tudors and Stuarts (NCKS3) including everyday life, food, theatre, art and music, exploration, kings and queens, the Church, the Spanish Armada. Suggested out of School learning: Avoncroft museum of buildings
2023-24 EQUALS	Victorian Britain	The Human Body	Asia
		Life Cycles of animals and plants	The seasons / weather
	<u>Geography:</u> N/A	<u>Geography:</u> Weather and Climate with focus on Deserts and on Polar regions and the interaction of human and physical processes (NC KS3) Suggested out of School learning: weather recording in school grounds	<u>Geography:</u> Asia with a focus on India or China Key physical and human characteristics, countries and major cities (or other Asian country) (NC KS3)
	<u>History:</u> The Industrial Revolution and Victorian Britain (NC KS3) Including jobs and the move from a rural to a industrial society Suggested out of School learning: The Lock Makers House, Willenhall	<u>History:</u> N/A	<u>History:</u> N/A



KS3	Autumn	Spring	Summer
2024-25 <u>EQUALS</u>	<u>How things move and work</u>	<u>Mysteries / Time Travel</u>	<u>Rivers and Coasts</u>
	Digital Photography	Change	Water
	<u>Geography:</u> World maps , atlases and globes, latitude and longitude, hemispheres <u>(NC KS2)</u> Plate tectonics with focus on Italy (NC KS2 and 3) Rocks and Weathering (NC KS3)	<u>Geography:</u> N/A	<u>Geography:</u> Coasts and Rivers , including coastal regions of a European country eg France or Spain, and the journey of a European river eg Rhine or Danube with focus on how human and physical processes interact Effects of Climate Change (KS3) Suggested out of School learning: Catshill Meadow brook , River Severn at Stourport or Bewdley
	<u>History:</u> N/A	<u>History:</u> Medieval History Including differences and similarities, the Norman Conquest, feudalism and everyday life. <u>(KS 3)</u> Suggested out of School learning: Worcester Cathedral (Medieval workshop)	<u>History:</u> N/A

EQUALS: These units refer to the EQUALS units from 'The World About Me' scheme of work. These units will be used primarily to support pupils following the Semi-Formal Curriculum Pathway but may be used to supplement and enrich pupils' learning who are following the Formal Curriculum Pathway.



Key Stage 4:

Subject	WJEC Unit	WJEC description	Topic
2022-2023 History	<u>Responding to a major tectonic event</u> Credit Value 4	This unit aims to enable learners to identify areas of the world that are affected by tectonic events (earthquakes, volcanoes and tsunamis) and know how people are affected by, and respond to the hazards posed by the tectonic events.	
	or <u>Looking at local History</u> Credit Value 3	This unit aims to help learners to study an historical issue of local interest and importance.	A topic concerning Catshill, Bromsgrove or Worcestershire eg Nailmakers
2023-24 Geography	<u>Changing trends in tourism</u> Credit Value 3	This unit aims to enable learners to know the features of tourism, how and why tourism is changing and the need to make tourism more sustainable.	
	or <u>A British Society in the Past</u> Credit Value 4	This unit aims to help learners to understand key features that affected people's lives in Britain in the past. This will be through a study of a short period of British history. In particular learners will be taught about similarities and differences between past and present and be encouraged to use historical sources to find out about this society.	World War II
2024-25			
History	<u>Historical change over time</u> Credit Value 4	This unit aims to help learners to understand the process of historical change and development over time. This can involve a study of a particular theme or a society that has undergone a period of change. The study can be based on any country but must involve a period of at least 50 years	History of leisure or history of transport
	or <u>People and Protest</u> Credit Value 3	Unit aim This unit aims to enable learners to gain knowledge of the reasons why people sometimes resort to protest, the different methods used to protest and whether protest is ever successful. It is recommended that at least two protests are studied in this unit.	
2025-26 Geography	<u>The ethics of food production and the consumer</u> Credit Value 3	This unit aims to enable learners to know about aspects of the ethics of food production and the consumer. This will include looking at how the transport of food affects the environment and how ethical retailing and consumer choices can help to reduce negative environmental impacts.	
	or <u>Climate Change: Causes, Effects and Human Responses</u> Credit Value 3	This unit aims to enable learners to find out about the causes and effects of climate change and what individuals and the UK government can do to reduce risks posed by climate change. It looks at how the UK will meet its future energy needs in a more sustainable manner by developing and making more use of renewable energy sources.	

At KS4 Humanities is studied as a 4 year, 4 unit, WJEC Entry Level Pathways course mainly by pupils following the formal curriculum pathway. 13 credits are needed for an Entry Level Certificate.

Curriculum Impact

History

By the end of Key stage 1 pupils:

- Should develop an awareness of the past, using common words and phrases relating to the passing of time.
- Should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Should use a wide vocabulary of everyday historical terms.
- Should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of Key stage 2 pupils:

- Should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Should understand how our knowledge of the past is constructed from a range of sources.

By the end of Key stage 3 and 4 pupils:

- Should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.
- Should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- Should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured, and evidentially supported accounts in response.
- Should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Geography

By the end of Key stage 1 pupils:

- Should develop knowledge about the world, the United Kingdom, and their locality.
- Should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key stage 2 pupils:

- Should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- Should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

By the end of Key stage 3 and 4 pupils:

- Should consolidate and extend their knowledge of the world's major countries and their physical and human features.
- Should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.
- Should become aware of increasingly complex geographical systems in the world around them.
- Should develop greater competence in using geographical knowledge, approaches, and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources.
- Will continue to enrich their locational knowledge and spatial and environmental understanding.

