



# 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 cultures
- 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

The National Curriculum for History and Geography is followed incorporating a thematic approach. Teachers will use National Curriculum Learning Outcomes and further differentiate these to create learning opportunities, based upon individual pupils' needs, as detailed in Medium Term Plans.

### **For pupils on the 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 the EQUALS Semi-Formal Curriculum, which enables appropriate delivery based on pupils' abilities.

### **For pupils on the Formal Curriculum Pathway:**

Pupils who are following the Formal Curriculum Pathway also follow the National Curriculum, differentiated to meet pupils' learning needs. In Key Stage 4, Humanities may be studied as a four year, four unit, WJEC Entry Level Pathways course, where appropriate to pupils' abilities.

## Curriculum Implementation

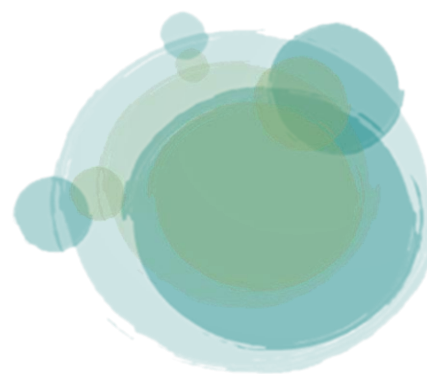
Pupils following the Formal and Semi-Formal Curriculum Pathways all have a clearly timetabled Humanities lesson each week. The Long Term Plan below outlines the distribution of Geography and History topics over the year and ensures this a balanced curriculum. The nature and organisation of these lessons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




5LS	Autumn	Spring	Summer
2024-25	<u>Wonderful World</u>	<u>Perfect Plants</u>	<u>Journeys</u>
	<p><u>Geography:</u></p> <p>N/A</p>	<p><u>Geography:</u></p> <p>To introduce basic geographical vocabulary to refer to key physical features including beach, cliff, forest, hill, mountain, sea, ocean, river, soil, weather.</p>	<p><u>Geography:</u></p> <p>To begin to identify local weather patterns which may include the development and understanding of how weather changes seasonally.</p>
	<p><u>History:</u></p> <p>Changes within living memory – where appropriate these should be used to reveal aspects of change in national life.</p> <p><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></p>	<p><u>History:</u></p> <p>N/A</p>	<p><u>History:</u></p> <p>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</p> <p><i>IDEAS: How we get in touch with each other. Use of messengers (human / birds). Telegrams, post, postman.</i></p> <p><i>Look at the life of local man Sir Rowland Hill who invented the pre-paid postage stamp</i></p>
2025-26	<u>People and Places</u>	<u>Amazing Animals</u>	<u>Out at Sea</u>
	<p><u>Geography:</u></p> <p>N/A</p>	<p><u>Geography:</u></p> <p>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.</p> <p>To begin to use simple compass directions (North, South, East and West) and understand directional language e.g. forwards, backwards, left and right.</p>	<p><u>Geography:</u></p> <p>To begin to identify when it is hot or cold in relation to weather.</p> <p>To differentiate between land and ocean.</p>
	<p><u>History:</u></p> <p>Significant historical events, people and places in their own locality.</p>	<p><u>History:</u></p> <p>N/A</p>	<p><u>History:</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some</p>

	<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>		should be used to compare aspects of life in different period  <i>IDEAS: Explore the life of Christopher Columbus</i>
5LS	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
2026-27	<b>All About Me</b>	<b>Let's Build</b>	<b>Out and About</b>
	<b>Geography:</b> 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.	<b>Geography:</b>  N/A	<b>Geography:</b> 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.
	<b>History:</b> 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>	<b>History:</b> 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>	<b>History:</b>  N/A

*Each Autumn Term, 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 its meaning.*

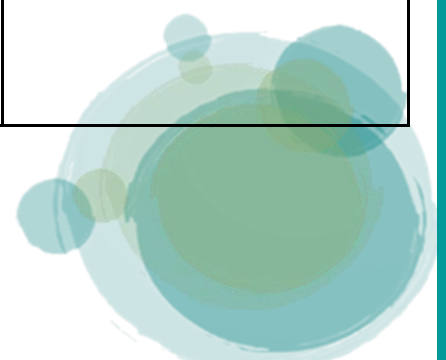


6US & 8US	Autumn	Spring	Summer
2024-25	<u>New Adventures</u>	<u>Space and the Solar System</u>	<u>Fantasy and Magical Worlds</u>
	<p><u>Geography:</u></p> <p>N/A</p>	<p><u>Geography:</u></p> <p><b>Human and physical geography:</b> To identify hot and cold areas of the world in relation to the Equator and the North and South Poles, Northern hemisphere and Southern hemisphere</p>	<p><u>Geography:</u></p> <p><b>Locational knowledge:</b> 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.</p>
	<p><u>History:</u></p> <p>The Roman Empire and its impact on Britain – Julius Caesar</p>	<p><u>History:</u></p> <p>Lives of significant individuals: Neil Armstrong / Wright brothers</p>	<p><u>History:</u></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
2025-26	<u>Marvelous Me</u>	<u>Rise of the Robots</u>	<u>Water</u>
	<p><u>Geography:</u></p> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes, digital mapping (Google Maps) to locate different places that they have been and experienced</p>	<p><u>Geography:</u></p> <p>N/A</p>	<p><u>Geography:</u></p> <p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography:</b> Describe and understand key aspects of physical geography including: the water cycle</p>
	<p><u>History:</u></p> <p>Changes in Britain from the Stone Age to the Iron Age: Britain's settlement by Anglo-Saxons and Scots</p>	<p><u>History:</u></p> <p>A significant turning point in British history e.g. first railways</p> <p>Or</p> <p>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</p>	<p><u>History:</u></p> <p>N/A</p> 

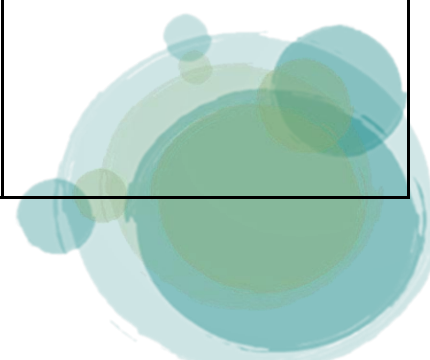
		Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell], significant historical events, people and places in their own locality	
6US & 8US	Autumn	Spring	Summer
2026 - 27	<u>Our Environment</u>	<u>Jungle Beat</u>	<u>Around the world</u>
	<p><b>Geography:</b>  <b>Geographical skills and fieldwork:</b> 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.</p> <p><b>Locational knowledge:</b>  Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas</p>	<p><b>Geography:</b>  <b>Human and physical geography:</b> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p><b>Place knowledge:</b>  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><b>Geography:</b>  <b>Place Knowledge:</b> 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</p>
	<p><b>History:</b>  A local history study</p>	<p><b>History:</b>  N/A</p>	<p><b>History:</b>  The achievements of the earliest civilizations – Ancient Egypt</p>
2027-28	<u>Our bodies and minds</u>	<u>Clever construction</u>	<u>Pirates</u>
	<p><b>Geography:</b>  <b>Human and physical geography:</b> 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</p>	<p><b>Geography:</b>  N/A</p>	<p><b>Geography:</b>  <b>Geographical skills and fieldwork:</b> To use simple compass directions and locational and directional language to describe the location and features and routes on a map.</p>

	<p><b>History:</b> Changes in Britain from the Stone Age to Iron Age - Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae</p>	<p><b>History:</b> Britain's settlement by Anglo-Saxons and Scots – explore Anglo-Saxon invasions, settlements and Kingdoms and Anglo-Saxon art and culture</p>	<p><b>History:</b> N/A</p>
--	--	---	--------------------------------

2024-25	Autumn	Spring	Summer
9US	<u>Digital Photography</u>	<u>Change</u>	<u>Water</u>
11US	<u>How things move and work</u>	<u>Mysteries / Time Travel</u>	<u>Rivers and Coasts</u>
EQUALS	<p><b>Geography:</b> World maps, atlases and globes, latitude and longitude, hemispheres <b>Plate tectonics with focus on Italy</b> <b>Rocks and Weathering</b></p>	<p><b>Geography:</b> N/A</p>	<p><b>Geography:</b> <b>Coasts and Rivers</b>, including coastal regions of a European country e.g. France or Spain, and the journey of a European river e.g. Rhine or Danube with focus on how human and physical processes interact <b>Effects of Climate Change</b>  <i>Suggested out of School learning: Catshill Meadow brook, River Severn at Stourport or Bewdley</i></p>
	<p><b>History:</b> N/A</p>	<p><b>History:</b> <b>Medieval History</b> Including differences and similarities, the Norman Conquest, feudalism and everyday life.  <i>Suggested out of School learning: Worcester Cathedral (Medieval workshop)</i></p>	<p><b>History:</b> N/A</p>

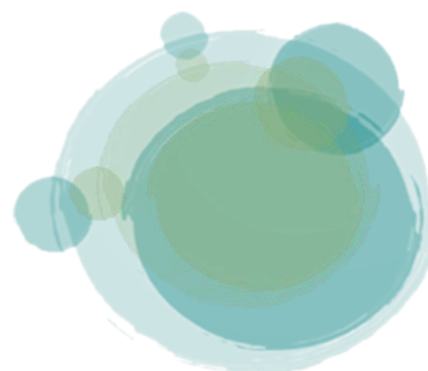


2025-26	Autumn	Spring	Summer
9US	<u>People</u>	<u>People / Recycling</u>	<u>Festivals / Food</u>
11US	<u>Africa</u>	<u>Our Community / Britain</u>	<u>Celebrations / Food &amp; Drink</u>
EQUALS	<p><b><u>Geography:</u></b>  <b>Africa with a focus on Kenya</b> (or other African country). Key physical and human characteristics, countries and major cities</p> <p><i>Suggested out of School learning: West Midlands Safari Park</i></p>	<p><b><u>Geography:</u></b>  <b>Our local area:</b> with focus on local and UK maps and field work, including economic activity and recycling</p> <p><i>Suggested out of School learning: walking visits to Catshill</i></p>	<p><b><u>Geography:</u></b>  N/A</p>
	<p><b><u>History:</u></b>  N/A</p>	<p><b><u>History:</u></b>  <b>A local history study</b> A study over time of how national history is reflected in the locality or a visit to a site.</p>	<p><b><u>History:</u></b>  <b>Tudors and Stuarts</b> including everyday life, food, theatre, art and music, exploration, kings and queens, the Church, the Spanish Armada.</p> <p><i>Suggested out of School learning: Avoncroft museum of buildings</i></p>
2026-27	Autumn	Spring	Summer
9US	<u>Victorian Britain</u>	<u>Life Cycles of Animals and Plants</u>	<u>The Seasons /Weather</u>
11US	<u>Victorian Britain</u>	<u>The Human Body</u>	<u>Asia</u>
EQUALS	<p><b><u>Geography:</u></b>  N/A</p>	<p><b><u>Geography:</u></b>  <b>Weather and Climate</b> with focus on Deserts and on Polar regions and the interaction of human and physical processes</p> <p><i>Suggested out of School learning: weather recording in school grounds</i></p>	<p><b><u>Geography:</u></b>  <b>Asia with a focus on India or China</b> Key physical and human characteristics, countries and major cities (or other Asian country)</p>



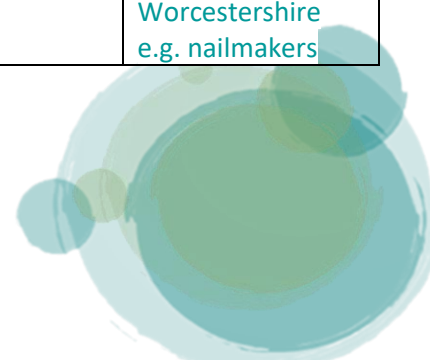
	<p><b>History:</b>  <b>The Industrial Revolution and Victorian Britain</b>  Including jobs and the move from a rural to an industrial society</p> <p><i>Suggested out of School learning: The Lock Makers House, Willenhall</i></p>	<p><b>History:</b></p> <p>N/A</p>	<p><b>History:</b></p> <p>N/A</p>
--	---	-----------------------------------	-----------------------------------

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.





12US	WJEC Unit	WJEC description	Topic
<b>2024-25</b>			
<b>Geography</b>	People and Protest  Credit Value 3	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.	
or			
<b>History</b>	Historical change over time  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
<b>2025-26</b>			
<b>Geography</b>	The ethics of food production and the consumer  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			
<b>History</b>	Climate Change: Causes, Effects and Human Responses  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.	
<b>2026-27</b>			
<b>Geography</b>	Responding to a major tectonic event  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			
<b>History</b>	Looking at local History  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 e.g. nailmakers



<b>2027-28</b>			
<b>Geography</b>	Changing trends in tourism  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			
<b>History</b>	A British Society in the Past  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

### Curriculum Impact

As well as the Learning Outcomes outlined in this Long Term Plan, pupils will also be working towards their personalised targets, relating to their EHCP outcomes. Pupils' targets are regularly reviewed and monitored to ensure continued progression of both knowledge and skills.

Evidence of the impact of pupils' learning in History and Geography is recorded in different ways, in different classes and Curriculum Pathways. Evidence includes work folders, which will demonstrate pupil progress through marking and annotation from teachers, annotated photographs of pupils whilst completing activities (if appropriate) and 'assessment trackers' which track pupils' progress with their targets. Where appropriate, 'RAG rated' pupil self-evaluation forms are used on key pieces of work, to encourage pupils to evaluate their own progress and achievements. Evidence of learning can also be found in Learning Journeys, through photographic and video evidence.

Pupil progress is recorded termly using the SOLAR assessment tool. Pupils are continuously assessed using the 'Chadsgrove P Steps' which break pupil progress into small steps, so that we are able to track progression through each level in History and Geography and set appropriate targets for future learning.

Pupils in 12US, who are following the WJEC Entry Pathways in Humanities, are assessed according to the Assessment Criteria specific to each unit of work and evidence is gathered on an ongoing basis, which will contribute to their final award.

