

KS2 Humanities Curriculum Overview.

Please note, due to mixed age classes, some topics might be taught on a rotation ie a year 3 topic taught to both years 3 and 4.

Term 1

Let your light shine.

This section covers the key philosophical values to be considered and the 'big' questions to be answered when studying the different topics.

Society Diversity How do people decide where to live?	Change Respect Does what happened in the past matter?	Value Community Are some counties better places to live than others?	Common good Compassion Why were there so many Victorian philanthropists?
Year 3 Local study Where is Derby? (geography) Understand the difference between hamlets, villages, towns and cities. Know that Derby is a city and why. Revise their understanding that Weston is a village and name other nearby villages. Know what a town is and name some local towns. Look at aerial pictures and maps of Derby and understand the symbols used on maps. Be able to find things	Year 4 Local study What is Derby known for? (history) Understand how far back in time the city's history extends. Know that there was a Roman barracks at Chester Green. Know about the building of the Cathedral and how Derby became a city. Understand that the Round House is a highly significant building and	Year 5 Local study Where is Derbyshire? (geography) Map skills 6 point grid references. Know the nearest big cities. Know the bordering counties. Know the main rivers flowing through the county. (Revision of Year 4 geography). Know what it distinctive about Derbyshire eg. The Dark and Light Peak Districts, Blue John, Mam Tor,	Year 6 Local study What is Derbyshire known for? (history – Industrial Revolution) Know what the Industrial Revolution was. Understand why this area was so well suited to the development of industry. Understand the rapid growth of Derby during this period.

<p>and direct others to them using 4 point grid references.</p> <p>Use 8 compass points to indicate where things are located.</p> <p>Understand the travel infrastructure for reaching Derby. (Roads, railway, canal, rivers and by air).</p> <p>Know what 'puts Derby on the map' these days eg. The Velodrome, The Format Photography Festival, Derby Theatre.</p> <p>Know, name and locate the main regions and at least six cities and counties in the UK. Explore cities using digital and paper maps and aerial views.</p> <p>Know how to plan a journey from my town/city to another place in England.</p> <p>Know how far Derby is from other places eg. London.</p> <p>Understand the similarities and differences between Derby and bigger cities, particularly London.</p> <p>Where have people living in Derby come from?</p>	<p>about the importance of the railway in the development of the city.</p>	<p>Compare and contrast Derbyshire to another county in the UK. A county which borders the coast, such as East Yorkshire or Devon.</p>	<p>Know the impact Arkwright or another leading industrialist had on the local area.</p>
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What religions are followed in Derby?			
<p>Visits/visitors: Cross-curricular/real world: village walk. Visit to the centre of Derby or Derby Cathedral.</p>	<p>Link to geography: Know that Derby is in the northern hemisphere and the name of a number of countries in the northern hemisphere.</p> <p>Know whether a country is located in the Southern or Northern hemisphere</p> <p>Know why people may be attracted to live in cities.</p> <p>Know the main industries in Derby and why Derby was a suitable location.</p> <p>Know why people may choose to live in one place rather than another.</p> <p>Contrast daily life in Derby with daily life in a city in the southern hemisphere. (Climate, local industries, pass times, types of housing, tourist attractions).</p> <p>Visits/visitors: Cross-curricular/real world: (Link to the local tourist office- display the brochures?). Silk Mill</p>	<p>History: Know about the stately homes located in Derbyshire: Chatsworth, Haddon Hall, Kedleston House, Hardwick Hall and Calke Abbey.</p> <p>Visits/visitors: Local country houses. Cross-curricular/real world:</p>	<p>Geography: Understand how the climate in the area encouraged the Victorians to build cotton mills in Derbyshire.</p> <p>Know how the Victorians built a transport infrastructure which is still used today (revise local study work from earlier years).</p> <p>Visits/visitors: Strutt Mill Belper, Arkwright's Mill Cromford. Cross-curricular/real world:</p>

<u>Vocabulary:</u> Settlement Hamlet Village Town City Hindu Temple Sikh Gurdwara Muslim Mosque Bakewell Buxton (Spa) Chesterfield Matlock Birmingham London Manchester Nottingham River Derwent River Dove River Trent Derby Canal Erewash Canal Aston on Trent Barrow on Trent	<u>Vocabulary:</u> Roundhouse Cathedral Cathedra Industrial Revolution Industrialist Entrepreneur Infrastructure Listed Latitude Longitude Equator Hemisphere Canal Climate Child labour Factory Mass production Mill Pollution Richard Arkwright Spinning Jenny Steam engine Urbanisation	<u>Vocabulary</u> Revision of year 3 settlements and year 4 rivers plus. Cartographer Compass County Grid reference Ordinance Survey Eastings Northings Physical features Cheshire Derbyshire Greater Manchester Leicestershire Nottinghamshire Staffordshire South Yorkshire West Yorkshire Treak Cliff Cavern Speedwell Cavern Castleton	<u>Vocabulary</u> Revision of previous years plus Precipitation Morality Slavery Wealth distribution Skilled labour
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Term 2

Let your light shine.

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Perseverance Creativity.	Justice Truthfulness.	Thankfulness Power.	Identity Trust
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Why are human beings so curious?	Does everyone have equal right to any land?	Why do people make objects which are beautiful but of no practical use?	Does it matter what we buy?
Year 3 The Stone Age (history) Know that this is the earliest period of human culture (Stone Age). Know about the differences in the way of life between people in the stone age and modern life. Know how images and paintings can provide us with clues about the past Create hypotheses about the daily life of Stone Age people based on the examination of cave paintings. Explain how the Stone Age people developed more sophisticated tools as time went on and understand that humans are constantly innovating and adapting.	Year 4 The Anglo-Saxons / Vikings (history) Know that Britain was invaded on more than one occasion. Know that the Anglo-Saxons and Vikings were often in conflict. Know where the Vikings came from and where they invaded our country. Know where the Anglo-Saxons came from. Know the link between Anglo-Saxons and Christianity. Know that the Anglo-Saxons gave us many of the words that we use today.	Year 5 Ancient Egypt (history) Understand the importance of the River Nile in the development of the Ancient Egyptian civilisation. Learn about the wealth of artefacts available to students of this civilisation. Consider the ethical arguments around gathering artefacts from the pyramids. Learn about how the achievements of the ancient Egyptians shaped modern life. (The Pyramids, writing, irrigation, language, hierarchical society, farming, art and culture).	Year 6 The chocolate trade Know, name and locate at least six countries and cities in South America eg : Rio de Janeiro, Buenos Aires, Lima Know where cacao and sugar are grown. Understand the distribution chain from south America to the rest of the world. Understand the economic and geographical impact of trade on a location. Link to: the environment, fair trade. Revises: hemispheres, the Equator, biomes, tropics, human geography and contrasting locations. History Link to the Aztec civilization. Who were the Aztecs and where did they live? To know a major Aztec City. How Aztec society was organised.
Geography: Where and how are caves typically created?	Geography:	Books: The Secret of the Sun King, Marcia and the Riddle of the Sphinx, The Story of Tutankhamun	History: Explorers, the Victorians. Industrial Revolution.

<p>Where did cave people get their food from? How does this differ from where our food comes from?</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world: visit to Thor's Cave</p>	<p>Map work to look at where the Vikings landed and the areas of the country over which they had control.</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>	<p>Writing opportunities:</p> <p>Geography:</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>	
<p><u>Vocabulary:</u></p> <p>Archaeologist</p> <p>Artefact</p> <p>Neolithic</p> <p>Palaeolithic and Mesolithic age</p> <p>B.C.</p> <p>Chronology</p> <p>Tribal</p> <p>Hunter-gatherers</p> <p>Shelter</p> <p>Civilization</p> <p>Settlement</p> <p>Prey</p>	<p><u>Vocabulary:</u></p> <p>Danegeld</p> <p>Baptism</p> <p>Christianity</p> <p>King Ethelred</p> <p>Exile</p> <p>Invade</p> <p>Kingdom</p> <p>Longship</p> <p>Outlawed</p> <p>Pagans</p> <p>Pillaged</p> <p>Monastery</p> <p>Settlement</p>	<p><u>Vocabulary:</u></p> <p>Ancient Egypt</p> <p>Architect</p> <p>Egyptian</p> <p>Hieroglyph</p> <p>Immortality</p> <p>Mausoleum</p> <p>Pyramid</p> <p>Pharaoh</p> <p>Giza</p> <p>Great Pyramid</p> <p>Mummy</p> <p>Nile River</p> <p>Obelisk</p> <p>Papyrus</p> <p>Pharaoh</p> <p>Preserve</p> <p>Rituals</p> <p>Sarcophagus</p> <p>Scarab</p> <p>Sphinx</p> <p>Temple</p> <p>Tomb</p> <p>Tutankhamum</p> <p>Red Sea</p> <p>Sahara Desert</p> <p>Valley of the Kings</p> <p>Mediterranean Sea</p>	<p><u>Vocabulary:</u></p> <p>Co-operative</p> <p>Exploitation</p> <p>Fair trade</p> <p>Freight</p> <p>Labourer</p> <p>Logistics</p> <p>Plantation</p> <p>Production</p> <p>Transport</p> <p>Terminal</p> <p>Aztec</p> <p>Calpullis</p> <p>Chinampa</p> <p>Civilization</p> <p>Deity</p> <p>Guacomole</p> <p>Lake Texcoco</p> <p>Mesoamerica</p> <p>Salsa</p> <p>Sunstone</p> <p>Tenochtitlan</p>

Term 3 and 4			
<p style="text-align: center;">Let your light shine.</p> <p style="text-align: center;">This section covers the key philosophical values to be considered and the ‘big’ questions to be answered when studying the different topics.</p>			
Courage Friendship	Beauty Choice	Trust Self	Friendship Free will
Why do we care about people who we haven’t met?	How can we share the earth’s resources more fairly?	Will people make sacrifices for the benefit of future generations?	Why do people do dangerous things?
Year 3 Volcanoes and Earthquakes Know about, locate and name the world’s most famous volcanoes. Know about and describe the formation of volcanoes. Know about and describe the key aspects of volcanoes. Vesuvius (link to Romans) Mount Etna Mount Teide (Canaries)	Year 4 Rivers Define features of rivers. Know about the source of rivers are often mountains and that they usually flow to the sea. Know about, name and locate many of the world’s most famous mountainous regions: Alps, Pyrenees, Caucasus, Himalaya, Rockies, Andes. Know the highest mountains in each continent. <ul style="list-style-type: none"> • Know the features of a river. • Remember from Y4 the names and locations of world and local rivers Know the water cycle.	Year 5 The Environment What is meant by a green belt? Should they be protected? How might losing parts of a green belt affect the surrounding area? Why might people want to keep/get rid of green belt? What is a biome? What defines biomes? How can biomes differ? Land or sea? What are the characteristics of the biome we live in? What biome would you like to live in? How do biomes change over time?	Year 6 Explorers (Antarctica and Everest) Locate the Arctic and Antarctic Circle on a map. Know how to use an atlas by using the index to find places. Know why places are similar and dissimilar in relation to their human and physical features (refer to all prior knowledge) Locate the Greenwich meridian and know how time zones work and calculate time differences around the world. Name, locate and study the world’s deserts: Sahara, Gobi, Antarctic , Arctic, Patagonian and Kalahari Visits/visitors:

	<p>Know why most cities are situated by rivers.</p> <p>Know about the following rivers: Derwent, Trent, Danube, Rhine, Nile (Link to Ancient Egypt in Year 4) and the Amazon.</p> <p>Name and locate many of the world's most famous rivers.</p> <p>Be able to name the main oceans and to explain the difference between an ocean and a sea.</p>	<p>How do biomes affect which animals live within them?</p> <p>Look at a world map with biomes marked out. Look at how certain biomes are neighbours. Is it possible to have a desert and rainforest as neighbours?</p> <p>How do biomes relate to climate zones?</p> <p>What is a climate zone and how do they change over time? Describe and understand the key differences between weather and climate.</p> <p>Why do we suspect that human activity is changing the climate? What Evidence is there for this? Is the evidence convincing? What do we need to do about this?</p>	<p>Cross-curricular/real world:</p>
<p>History: Pompeii and Mount Vesuvius.</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world: Eyjafjallajökull</p> <p>Erupted in 2010</p> <p>Hunga-Tonga-Hunga-Ha'apai volcano erupted on 15 January 2022</p>	<p>Visits/visitors: Severn Trent</p> <p>Cross-curricular/real world: River Derwent walk</p>	<p>Books:</p> <p>Writing opportunities:</p> <p>Geography:</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>	<p>Books: Everest, Shackleton's Journey,</p> <p>Writing opportunities:</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>
<p><u>Vocabulary:</u></p> <p>Active volcano</p> <p>Ash</p> <p>Ashfall</p>	<p><u>Vocabulary:</u></p> <p>Canal</p> <p>Cloud</p> <p>Condensation</p>	<p><u>Vocabulary:</u></p> <p><u>Revises vocabulary used during local study</u></p> <p>Biodiversity</p>	<p><u>Vocabulary:</u></p> <p>Revise year 5 biome vocabulary</p> <p>Adaptation</p> <p>Antarctica</p>

Ash cloud. Vent Conduit Crater Dormant Eruption Fault Fissures Geysers Hot Spot Lava Magma Mantle Stratovolcano Vent Volcanic eruption Volcano Vulcan	Confluence Delta Estuary Evaporation Flow Lake Levee Main channel Meander Mouth Ocean Oxbow lake Precipitation Reservoir River Sea Source Stream Tributary Water cycle Waterfall Water vapour	Biome Coniferous Forest Climate Deciduous Deforestation Desert Ecosystem Equator Evergreen Fauna Flora Grasslands Habitat Hemisphere Latitude Longitude North Pole Organisms Precipitation Rainforest Savannah South pole Temperate Tropical Tundra Woodlands	Climate Change Ernest Shackleton Expedition Flora Fauna Glacier Iceberg Ice floe Ice sheet Marine biology Meterology Migrate Ozone layer Plate tectonics Race to the Pole Sea ice Southern Ocean Stratosphere Subglacial Treaty The Endurance
Terms 5 and 6			
<p style="text-align: center;">Let your light shine.</p> <p style="text-align: center;">This section covers the key philosophical values to be considered and the ‘big’ questions to be answered when studying the different topics.</p>			
Service Duty	Democracy Belief What makes a good leader?	Generosity Human rights.	Forgiveness Peace Is life fair?

What makes a successful society/civilisation?		What makes some people so resilient?	
<p>Year 3</p> <p>The Romans (history) Know about at least three things that the Romans did for our country.</p> <p>Know why the Romans needed to build forts in this country.</p> <p>Know that Rome was a very important place and many decisions were made there. Know how far the Roman Empire extended.</p> <p>Understand the events leading to the fall of the Roman Empire.</p>	<p>Year 4</p> <p>Ancient Greece (history) Know about some of the things that the Greeks gave the world (democracy, architecture, Olympics, mythology, mathematics and philosophy).</p> <p>Know that the Greeks were responsible for the birth of the Olympics.</p> <p>Know that the Greek Gods were an important part of Greek culture.</p> <p>Know how the laws in Ancient Greece founded our system of democracy.</p> <p>Know how the modern police system was founded.</p>	<p>Year 5</p> <p>Victorians (history) To compare the reign of Queen Victoria to that of Queen Elizabeth 2nd.</p> <p>Know the extent of the Victorian Empire.</p> <p>Know how the legacy of the Victorians still impacts on our daily lives.</p> <p>Know about Victorian philanthropists.</p> <p>Learn about the origins of our original village school.</p>	<p>Year 6</p> <p>World War 2 (history). Know the significant individuals involved in WW2.</p> <p>Know how WW2 shaped our lives today.</p> <p>Understand the importance of Remembrance and learning from the past.</p> <p>Know the key dates and events for WW1 and WW2.</p> <p>Know how WW1 led to WW2.</p>
<p>Books:</p> <p>Writing opportunities:</p> <p>Geography:</p> <p>Know, name and locate the capital cities of neighbouring European countries.</p> <p>Know the countries that made up the Roman Empire and their modern names.</p>	<p>Books:</p> <p>Writing opportunities:</p> <p>Geography:</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>	<p>Books:</p> <p>Writing opportunities:</p> <p>Geography:</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>	<p>Books:</p> <p>Writing opportunities:</p> <p>Geography:</p> <p>Visits/visitors:</p> <p>Cross-curricular/real world:</p>

Visits/visitors: Roman Gladiator Cross-curricular/real world:			
<u>Vocabulary:</u> Aqueduct Barbarian Censor Century Circus Citizen Dictator Dynasty Emperor Forum Fresco Gaul Gladiator Gladius Legion Mosaic Orator Patrician Plebeian Province Republic Rhetoric Senate Tribune Toga	<u>Vocabulary:</u> Acropolis Alexander the Great Ancient Civilization Comedies Demigod Democracy Hoplites Marathon Mount Olympus Philosophy Siege Slaves Sparta Temple Tragedies Zeus	<u>Vocabulary:</u> British Empire Emigration Factory Commission Industrial Revolution Model town Monarchy Poor Law Parliament Ragged Schools Reformer Workhouse	<u>Vocabulary:</u> Adolf Hitler Air raid Allies Allotment Auschwitz Battle of Britain Bias Black market Blackout Blitz Concentration camp Coupons Dictator/ship Doodlebugs Evacuee Evacuation Gas Gestapo Host family Kindertransport Luftwaffe Misinformation Morse code Pamphlet Propaganda Rationing Ration book Royal Air Force Spitfire Telegram Warden Winston Churchill

