



# Humanities Learning Map



History			
Year	Autumn	Spring	Summer
<b>Nursery</b>	Discuss our families and the different roles of family members.	Link their sense of family with the family of others. Talk about how we change and grow from a baby to now. Elves and the Shoemakers- Look at old shoes and compare to modern shoes.	Talk about significant events in their own lives.
<b>Reception</b>	Discuss their family and make connections between their own family and other families. Be aware of their own family's past – use photos to explore differences between past and present. Discussing family events and differences within cultures.	Explore the similarities and differences between schools now and schools a long time ago (Super Milly and the Super School Day).	Discussing journeys that the children have been on and the places they have visited. Explore different things inventors created in the past e.g., the first mobile phone
<b>Year 1</b>	How am I making History? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future. Mary Anning	How have explorers changed the world? Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.
<b>Year 2</b>	How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	How did we learn how to fly? Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.
<b>Year 3</b>	<b>British History – Would you prefer to live in the Stone Age, Iron Age or the Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying. The limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</b>	How different were the beliefs in Ancient Egypt? Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	British History- Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.
<b>Year 4</b>	How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.	What did the Greeks ever do for us? Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	British History- How hard was it to invade and settle in Britain? Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.
<b>Year 5</b>	Were the Vikings raiders or peace-loving settlers? Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.	British History – What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.	How did the Maya civilisation compare to the Anglo-Saxons? Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.

<b>Year 6</b>	What does the Census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.	British History – What was the impact of World War II on the people of Britain? Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.	Unheard histories: Who should feature on the £10.00 banknote? Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.
<b>Year 7</b>	A nation of immigrants (Pre 1066) Where do the English come from? Romans, Anglo-Saxons, Vikings and Normans A nation of immigrants (1066) Investigating how William I was able to conquer England through a variety of methods (What was the Norman terror)	Who ruled England? Development of church, state and society 1066-1381 How important was the Monarchy and the Church in Medieval England? Who was more important; God or the King? The Black Death The Peasants' Revolt	Who ruled England? Development of church, state and society (1381-1536) Who ruled England? Development of church, state and society (1536-1700s) How did religion and money help tear apart England and unify it? Who was more important; the Pope or the King? The Tudors and the Stuarts
<b>Year 8</b>	How did ideas, empire and industry change political power? Agricultural and Industrial Revolutions C16th African Kingdoms. Is Britain Great? (1745-1901) Slave trade. What was the British Empire? What was popular protest?	What was the First world War (1914-1918)? The cause and consequences and changes linked to the First World War. What was the Second world War (1939-1945) The cause and consequences and changes linked to the Second World War including how can people cause change to society?	What was the Second World War (1939-1945) The cause and consequences and changes linked to the Second World War including how can people cause change to society? Whatever happened to the empire? What was the impact of migration? The cause and consequences and changes linked to the Second World War including how can people cause change to society?
<b>Year 9</b>	How did nature of conflict change after the Second World War? What was the Cold War? Terrorist or Freedom fighter? What was the war on terror? How the west was won? – an investigation into C19th migration and expansion in the United States.	How the west was won? – an investigation into C19th migration and expansion in the United States. Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) How did Germany become a dictatorship?	The Holocaust How did Britain change socially, economically, politically and culturally between 1945 and 1970? Historical conspiracies
<b>Year 10 &amp; 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams</b>			
<b>Year 10</b>	AQA GCSE Specification Conflict and Tension Peace-making The League of Nations and international peace The origins and the outbreak of World War Two	AQA GCSE specification USA; Opportunity and inequality 1920-1973 The Boom The Depression and the New Deal Post War America	AQA GCSE specification Elizabethan life Government Elizabethan England
<b>Year 11</b>	AQA GCSE specification Elizabethan life Trouble at home and abroad	AQA GCSE Specification Thematic study: Power and the people Challenging authority and feudalism Challenging royal authority Reform and reformers	Revision tbc

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