

CURRICULUM INTENT: PREP SCHOOL CURRICULUM – HUMANITIES

At NLPS, we aim to increase our children’s knowledge and curiosity of the wider world by expanding their geographical vocabulary and teaching about diverse places, people and resources, thus encouraging a life-long love of the subject. Combining a study of natural and human environments and processes, we aim to deliver lessons that encourage a sense of awe and wonder about the world around us. As their learning journey progresses, we strive to provide opportunities for a deeper understanding of the subject by encouraging children to use subject specific language whilst questioning and discussing the world and their place in it. Children are inspired to recognise the power of their voice and to use it confidently and appropriately to debate topics that they feel passionate about, such as climate change and migration. Our Geography curriculum provides children with opportunities to expand their cultural capital, experiences of the world and a spirit of inquiry to take into Key stage 3 and beyond.

Our History curriculum encourages children to gain a coherent knowledge of Britain’s past and that of the wider world. Children develop an awareness and understanding of the past by analysing a range of primary and secondary sources. Through critical thinking, children are able to ask perceptive questions, weigh evidence, sift arguments, and develop perspective and judgements about the past. Through the knowledge they gain, children are able to reflect on the impact of the past on present day and apply subject specific skills and language when debating topics. At NLPS, we aim to produce well-rounded and reliable global citizens through our all-encompassing History provision which provides children with the tools and perspectives to make good life choices and to set them in good stead for Key stage 3 and beyond.

CURRICULUM IMPLEMENTATION: Humanities

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3 Knowledge	Prehistoric Britain	Villages, towns and cities	Shang Dynasty	Mountains, volcanoes and earthquakes	Roman Britain	Water and weather	St Albans – Summer 1 World History Week + trip to National Archives – Autumn 2 Black History Month – Autumn 1
	What was life like during the Ice Age? What tools did the early humans use? What was life like in a Stone Age settlement? Why was bronze used for tools and weapons? What can we learn from Skara Brae and other Stone Age sites?	Where do people live? What affects where people live? How do human settlements differ? What makes up a city? Settlement design.	How did the Shang Dynasty begin? Who was Fu Hao, and how do we know about her? How did the Shang Dynasty end? How did the Shang Dynasty create and use Chinese writing? What was life like for people in the Shang Dynasty?	What is the Earth made of? How are mountains and volcanoes formed? How do earthquakes and volcanic eruptions happen? What are the effects of earthquakes and volcanic eruptions? Do the benefits of living near a volcano outweigh the risks?	How did the Roman Empire become so successful? How did the Romans invade Britain? How did Britain change under the Romans? Can you plan your own Roman town? Which factors were most important in the fall of the Roman Empire?	Where is Earth’s water? Why does it rain? Why do we have seasons? What is the weather forecast? Why is the weather in the UK unpredictable?	

<p>Year 3 Skills</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: compasses, maps, population, statistics, grid references SMSC British values, communities, empathy Subject Specific Skills: map reading, geographical enquiry, critical thinking, creativity, researching</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: population, dates, Richter scale, altitude, volume, statistics, temperature SMSC British values, communities, empathy Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: temperatures, negative numbers, statistics, dates, times of year SMSC British values, communities, empathy Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching</p>	
<p>Year 4 Knowledge</p>	<p>Ancient Greece What do we know about Ancient Greece? What did the Ancient Greeks believe? Who was Alexander the Great? How has Ancient Greece influenced our lives? How equal was society in Ancient Greece?</p>	<p>Rivers Where are the major rivers of the world? What is erosion, transportation and deposition? Why is the Volga River important to people? Why are rivers important to people? How do rivers shape the land around them?</p>	<p>Anglo-Saxons How did control of Britain change after the Romans left? What was life like in Anglo-Saxon Britain? Who ruled Anglo-Saxon Britain? What can written sources tell us about life in Anglo-Saxon Britain? Can you design and Anglo-Saxon burh?</p>	<p>Migration What is migration? What causes people to migrate? How does migration affect people and places? Can I create a profile of a migrant? What is the Windrush generation?</p>	<p>Vikings Why did the Vikings raid and invade Britain? Who were the Norse gods? Why did Alfred sign a treaty with Guthrum? Was Alfred right to make a deal with the Vikings? What were the similarities and differences between Norse and Anglo-Saxon beliefs?</p>	<p>Natural Resources What are the world's natural resources? How has the use of natural resources changed? How can using natural resources cause problems? What natural resources does Chile have? What natural resources does the UK have?</p>	<p>British Museum – Autumn 1 World History Week + trip to National Archives – Autumn 2 Black History Month – Autumn 1</p>

<p>Year 4 Skills</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: maps, length, depth, statistics SMSC British values, communities, empathy Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: maps, population, statistics, dates SMSC British values, communities, empathy Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: maps, population, statistics SMSC British values, communities, global warming, climate change, empathy Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	
<p>Year 5 Knowledge</p>	<p>Benin Kingdom</p> <p>How did the Benin Kingdom begin? What was life like for the Edo people in the Benin Kingdom? How were trade links established and what goods were traded? What was the transatlantic slave trade? What can the Benin Bronzes teach us about the Benin Kingdom?</p>	<p>Slums</p> <p>What is a slum? What are the similarities between Rocinha and Dharavi? What challenges are faced by people living in the slums? What improvements can be made for people living in the slums? What next for Dharavi?</p>	<p>Medieval monarchs</p> <p>Why was there a succession crisis in 1066? Who was responsible for the death of Thomas Becket? Which king was worse, John or Richard? What makes a great medieval monarch? How did power change during the medieval period?</p>	<p>Biomes</p> <p>What are the Earth's biomes? Why are biomes where they are? Why are biomes under threat? What are the features of your favourite biome? How can we persuade people to protect biomes?</p>	<p>Changing Britain</p> <p>How have people fought for civil rights in Britain? What was the Bristol Bus Boycott? What was the Grunwick Strike? Why were there protests about Section 28? How did the Wheelchair Warriors fight for their rights?</p>	<p>Energy and Sustainability</p> <p>What is sustainability? Are fossil fuels sustainable? What are renewable sources of energy? What can we learn from Curitiba? What can we learn from Freiburg?</p>	<p>Hampton Court – Spring 1 World History Week + trip to National Archives – Autumn 2 Black History Month – Autumn 1</p>

<p>Year 5 Skills</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: maps, population, statistics, grid references SMSC British values, communities, empathy Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC British Values Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: maps, statistics, grid references, temperature SMSC British values, communities, empathy, global warming, climate change Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence. Numeracy: Using timelines. SMSC Understanding of other faiths. Subject Specific Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning Numeracy: maps, statistics, grid references, temperature SMSC British values, communities, empathy, global warming, climate change Subject Specific Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	
<p>Year 6 Knowledge</p>	<p>20th Century Conflict What were the different causes of the First World War? Why were so many lives lost on the Western Front? Was the Treaty of Versailles fair? How did Hitler rise to power? What caused the Second World War? Could the Second World War have been avoided?</p>	<p>Population Where do people live around the world? How and why has population changed? What are the challenges of an ageing population? How is a population pyramid created? What are the best ways to feed the planet?</p>	<p>Civil Rights What was the United States of America like in the 1950s? Why did Oliver Brown take the Board of Education to the Supreme Court? Why didn't Rosa Parks give up her seat on the bus? Why did 3,200 people march from Selma to Montgomery? What is the Black Lives Matter movement and why is it needed? Non-violent protest is not enough. Do you agree?</p>	<p>Globalisation What is globalisation? What are transnational corporations? How has globalisation affected sports? What are the costs of fast fashion? Why do a few companies control most of the world's food?</p>	<p>Industrial Revolution The main features of Victorian society? Living and working conditions like during the Industrial Revolution? How successful were political acts at making Victorian Britain fairer? What was it like for children working during the Industrial Revolution? How did the Industrial Revolution change Feltham? What advantages and disadvantages did the Industrial Revolution</p>	<p>Local Fieldwork Why do geographers do fieldwork? What tools do geographers use for fieldwork? How do geographers collect and present data? Designing tools for fieldwork Conducting fieldwork</p>	<p>Gunnersbury Park – Summer 1 World History Week + trip to National Archives – Autumn 2 Black History Month – Autumn 1</p>

					have for working-class people?		
Year 6 Skills	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence.</p> <p>Numeracy: Using timelines.</p> <p>SMSC British Values</p> <p>Subject Specific</p> <p>Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning</p> <p>Numeracy: maps, statistics, grid references, population, drawing diagrams</p> <p>SMSC British values, communities, empathy, global warming, climate change</p> <p>Subject Specific</p> <p>Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence.</p> <p>Numeracy: Using timelines.</p> <p>SMSC British Values</p> <p>Subject Specific</p> <p>Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning</p> <p>Numeracy: maps, statistics, grid references, population, drawing diagrams</p> <p>SMSC British values, communities, empathy, global warming, climate change</p> <p>Subject Specific</p> <p>Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	<p>Literacy: Reading and analysing sources. Explain and inform through writing. Finding evidence and present evidence.</p> <p>Numeracy: Using timelines.</p> <p>SMSC British Values</p> <p>Subject Specific</p> <p>Skills: Critical thinking, use evidence to back and find the truth. Interpret and investigate sources, have chronological understanding of events.</p>	<p>Literacy: reading, writing, analysing sources, discussions, key vocabulary, questioning</p> <p>Numeracy: maps, statistics, grid references, population, drawing diagrams</p> <p>SMSC British values, communities, empathy, climate change</p> <p>Subject Specific</p> <p>Skills: geographical enquiry, critical thinking, creativity, researching, map reading</p>	

IMPACT:

In Geography children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

In History, children will:

- Have a chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across periods they study.
- Use appropriate historical terms.
- Know the achievements of early civilisations.
- Think critically about the past.