



All the work we do contributes towards our “Golden Threads” and our stated aim that *reasoning* is at the heart of all we do. Wherever appropriate, we deploy the TASC wheel to engage the children in their learning.

Curriculum File Organisation- Humanities Champions

Statement of Intent and Key Principles	<p>History- 1. Place events on a timeline (understand chronology) 2. Evaluate sources 3. See relevance (lessons from history)</p> <p>Geography –1. Develop a sense of place (maps) 2. Understand landforms and climate 3. Recognise the effects of humans</p> <p>RE- 1. Understand beliefs and traditions 2. Investigate how these are lived within our community</p>
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Review Cycle

Prior to the teaching of Humanities		During the planned teaching period		Post teaching	
Action	outcome	Action	outcome	Action	outcome
<ul style="list-style-type: none"> Curriculum docs – are these centrally collected and stored? Materials- ordered by teachers from class budgets Trips planned- via the office. CPD need- highlighted through phase leader discussion. 	<p>20/10/19</p> <p>By end of half term</p>	<ul style="list-style-type: none"> Book scrutiny Pupil discussion Drop in observations – communication event Peer teaching/review Teacher talks Trip(s) feedback. 	<p>14/11/19</p> <p>As per discussion with teachers</p> <p>Informally over month</p>	<ul style="list-style-type: none"> Feedback on cycle Lessons learnt and changes for next time. 	<p>5/12/18</p> <p>Next humanities cycle Easter-Whit.</p>

Subject Specific Skill.

Phase 1	Phase 2	Phase 3
<p><u>Geography</u></p> <p>Can they say what they like and don't like about their locality?</p>	<p><u>Geography</u></p> <p>Do they use correct geographical words to describe a place and the</p>	<p><u>Geography</u></p>

- Can they think of a few relevant questions to ask about a locality? Can they describe a locality using words and pictures?
- Can they answer questions about the weather and keep a chart? Can they explain how the weather changes with each season? Can they explain the main features of a hot and cold place? Can they tell something about the people who live in hot and cold places?
- Can they identify the four countries making up the United Kingdom?
- Can they name some of the main towns and cities in the United Kingdom?
- Can they point out where the equator, north pole and south pole are on a globe or atlas?

History

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like old, new and a long time ago?
 - Can they tell me about things that happened when they were little?
 - Do they know that some objects belonged to the past?
 - Can they explain how they have changed since they were born?
- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
 - Can they answer questions using an artefact/ photograph provided?
 - Can they give a plausible explanation about what an object was used for in the past?
 - Do they appreciate that some famous people have helped our lives be better today?
 - Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?

- events that happen there?
- Can they identify key features of a locality by using a map?
- Can they describe some human features of their own locality, such as the jobs people do?
- Can they explain how the jobs people do may be different in different parts of the world?
 - Do they think that people ever spoil the area? How?
 - Can they name the continents of the world and find them in an atlas?
 - Can they name the world's oceans and find them in an atlas?
 - Can they name the major cities of England, Wales, Scotland and Ireland?
 - Can they find where they live on a map of the UK?
- Can they confidently describe human features in a locality?
- Can they explain why a locality has certain human features?
 - Can they explain why a place is like it is?

History

- Can they describe events and periods using the words: ancient and century?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
 - Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?
- Can they recount the life of someone famous/important from Britain who lived in the past giving attention to what they did earlier and what they did later?
- Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can they use various sources of evidence to answer questions?
 - Can they use various sources to piece together information about a period in history?
- Can they, through research, identify similarities and differences between given periods in history?
- Can they begin to use more than one source of information to bring together a conclusion about an historical event?

- Can they confidently explain scale and use maps with a range of scales?
- Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
 - Can they give extended descriptions of the physical features of different places around the world?
- Can they give an extended description of the human features of different places around the world?
- Can they map land use with their own criteria?
 - Can they describe how some places are similar and others are different in relation to their physical features?

History

- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?
- Can they interpret artefacts in terms of value, worth, importance?
- Can they evaluate sources in terms of reliability and bias?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?