

Humanities at West Chiltoningon Community School

Empowerment

Resilience

Relationships

The study of History and Geography at our school aims to develop within children a strong and balanced sense of their own identity and relationship to the wider world.

The breadth of Historical study and the sequence of learning over time should help children to understand the **complexity** of people's lives, the process of change, the **diversity** of societies and the **relationship** between different groups.

KS	Content	Skills/Concepts
1	Changes within living memory; Events beyond living memory; Lives of significant individuals; Significant historical events, people and places in own locality.	Develop a sense of chronology and associated vocabulary; Notice similarities and differences; Ask and answer questions Know about some of the ways we find out about the past
2	Changes in Britain from Stone age to Iron age; The Impact of Rome on Britain; Anglo-Saxon settlement; An in-depth local history study connected to either the Romans or Anglo Saxons; Study of an aspect of British History since 1066; Ancient Greece; Study of an early Islamic civilization	Continue to develop chronological understanding noting connections, contrasts and trends; Develop questioning which explores issues such as change, similarity and difference; Understand how different sources change our understanding and question the validity/motivation behind these

The Study of Geography should instil a sense of fascination, connectedness and responsibility for our planet and its people and creatures. As part of this, children should develop a strong knowledge of globally important places and know that physical features relate closely to human activity. Skills development in this area should give children an informed voice which draws on data and skilled interpretation of source material.

KS	Content	Skills/Concepts
1	Locational knowledge- continents and oceans/UK countries, capitals and seas; Place Knowledge - Understanding geographical similarities and differences- human and physical (local area) Human and Physical - Identify weather patterns at home and abroad eg West Chilt/ Kenya	Use maps to find countries and places; Use compass directions; Become familiar with aerial photos Construct keys Use simple fieldwork skills to study the geography of the school Learn basic geographical vocab-physical and human features
2	Locate the worlds countries- Develop map reading to understand topographical features, climate and time zones; Describe and understand the physical geography of the world (eg climate zones)	Use maps, atlases and globes/digital mapping Use 8 points of the compass along with 4 and 6 figure grid references with OS maps

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	and the relationships with settlement, natural resources, water and energy	
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History

year	P.O.S reference	Suggested time allocation	Potential subject assessment opportunities	Core skills expectations- ie vocab/questioning/ connections to our DNA
R	Changes within living memory;	Ongoing		Develop a sense of chronology and associated vocabulary; Notice similarities and differences; Ask and answer questions Know about some of the ways we find out about the past
1	Events beyond living memory;	In depth	Children develop personal interests and their own questions e.g. they are empowered to follow on enquiry	
2	Lives of significant individuals; Significant historical events, people and places in own locality.	In depth	Performance Art projects e.g. long boats Writing outcomes Digital presentations Sharing with the community (buddies, parents, volunteers etc)	
3	Stone Age → Iron Age	Short term	Children develop personal interests and their own questions with increasing levels of independence e.g. they are empowered to follow on enquiry	Continue to develop chronological understanding noting connections, contrasts and trends;
4	Viking & Anglo-Saxons + local Ancient Greeks Impact of Romans Local History Study (e.g. Fishbourne/Bignor)	In depth Short term In depth		
			Performance Art projects eg long boats Writing outcomes Digital presentations Sharing with the community (buddies, parents, volunteers etc)	Develop questioning which explores issues such as change, similarity and difference; Understand how different sources change our understanding and question the validity/motivation behind these
5	An aspect of British history post 1066	In depth		
6	An early Islamic Civilisation	Short term (RE)		
	The achievements of the earliest civilizations + a depth study (e.g. Egypt/Sumer/Shang/Indus)	In depth		

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Geography

year	P.O.S reference	Suggested time allocation	Potential subject assessment opportunities	Core skills expectations ie vocab/questioning/connections to our DNA
R	<ul style="list-style-type: none"> Investigate the world's continents and oceans. Investigate the countries and capitals of the United Kingdom. Compare and contrast a small area of the United Kingdom with that of a non-European country. Explore weather and climate in the United Kingdom and around the world. Use basic geographical vocabulary to refer to and describe key physical and human features of locations. 		Map making Politically/environmentally motivated study Art projects Science linked projects Maths (data etc) Sharing with parents at home (simple homework matrix idea)	Use maps to find countries and places; Use compass directions; Become familiar with aerial photos Construct keys Use simple fieldwork skills to study the geography of the school Learn basic geographical vocab-physical and human features Adults modelling correct subject vocabulary eg near/far, Adult-led discussion
1				Adults modelling/children experimenting with correct subject vocabulary eg left/right
2	<ul style="list-style-type: none"> Use world maps, atlases and globes. Use simple compass directions. Use aerial photographs. Use fieldwork and observational skills. eg West Chilt/ Kenya 			children experimenting with correct subject vocabulary eg north, south, east, west

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LKS2	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <ul style="list-style-type: none"> • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. 		<p>Map making Politically/environmentally motivated study Art projects Science linked projects Maths (data etc) Homework options matrix for independent study</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
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UKS2	<ul style="list-style-type: none"> • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Understand the significance of the geographic zones of the world. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle 		<p>Map reading exercise Politically/environmentally motivated study Art projects Science linked projects Maths (data etc) Homework options matrix for independent study</p>	<ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
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