





Cycle B  
 Key Stage 1 Humanities Curriculum Plan  
 2022/23

## Land of the Giants



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NC Link	NC Link
<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>Locational knowledge</li> <li>name and locate the world's seven continents and five oceans</li> <li>Human and physical geography</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary</li> </ul>
  <h2 style="display: inline-block; margin: 0 20px;"><u>All Creatures Great and Small</u></h2>  	
<p>During this unit of learning in History, children will explore the life and achievements of Sir David Attenborough. They will come to learn why this significant individual is important in present day life. Children will be challenged to explain significant phrases used by Sir Attenborough. Children will investigate what different Sir Attenborough has made to present day society and they will transfer this learning when exploring places in their own locality.</p> <p>The children will learn and explore the following enquiry-led questions:</p> <ul style="list-style-type: none"> <li>Who is/was Sir David Attenborough?</li> <li>Why is Sir David Attenborough important?</li> <li>What does this phrase mean to you: 'The natural world is under threat', 'Polar Bears could be extinct by 2020'</li> <li>The history of the Zoo and make comparisons with Cannon Hall farm</li> <li>How have Cannon Hall farm helped in the cause in Yorkshire to preserve animal life?</li> </ul>	<p>During this unit of work in Geography, children will study and explore their school and local area. The children will learn and understand compass directions and will follow skills and fieldwork routes from maps. The children will explore the local locality through fieldwork activities and observational skills when conducting a local area walk. The children will revisit last terms learning on continents and oceans and explore these in more detail.</p> <p>The children will learn and explore the following enquiry-led questions:</p> <ul style="list-style-type: none"> <li>How do you follow simple routes on a map and what equipment could you use to help you?</li> <li>How would you describe the terms 'North, South, East and West'? This would include using learnt knowledge to follow directions on a map. Making connections to the Cannon Hall farm map.</li> <li>What does the area of Keelham look like?</li> <li>Can you create a simple map of our Keelham village? This would incorporate: houses, shops, roads, schools, fields, rivers..</li> </ul>

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<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• significant historical events, people and places in their own locality</li> <li>• <b>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and</b></li> <li>• <b>create their own structured accounts, including written narratives and analyses</b></li> </ul>	<ul style="list-style-type: none"> <li>• Place knowledge</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• use basic geographical vocabulary</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>

Keelham – Now, Then, Past and Present



During this unit of learning in History, children will learn about a famous family (The Bronte family) from our local area. The children will visit the village of Haworth and explore the home of the Bronte family. The children will investigate where the family found inspiration for their writing. The children will be challenged to debate with their peers a key question (linked to protected characteristics): Why did the Bronte sisters write under a male pseudonym?

During this unit of work in Geography, children will learn and understand Human Geography and Physical Geography. Children will become familiar with the terms: city, town, village, factory, farm, house, beach, cliff, coast, forest, and hill (see NC expectations and Keelham skill document.) and apply this knowledge to their own local area. The children will explore and recognise local landmarks using aerial photographs and maps. This knowledge and skills will then be transferred when comparing and contrasting

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<p>The children will learn and explore the following enquiry-led questions:</p> <ul style="list-style-type: none"> <li>- Who were the Brontes?</li> <li>- When and where did they live?</li> <li>- How did where the Bronte family live affect their writing?</li> <li>- How were their lives different to ours now?</li> <li>- Why did the Bronte sisters use a male name when publishing their books?</li> </ul>	<p>Keelham to the non-European country of Botswana in particular the town of Maun. The unit will end with the children comparing and contrasting Keelham and Maun and discuss their findings with our partner school: Delta Waters International School Botswana.</p> <p>The children will learn and explore the following enquiry-led questions:</p> <ul style="list-style-type: none"> <li>- What is the difference between human and physical geography?</li> <li>- <i>What do the terms..... mean?</i></li> <li>- Where is Maun?</li> <li>- What can you find out about Maun? Where is it in the world? What physical and human geographical features can you find?</li> <li>- What are the similarities and differences between Keelham and Maun in Botswana?</li> </ul>
<p><b>NC Link</b></p>	<p><b>NC Link</b></p>
<ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• significant historical events, people and places in their own locality</li> <li>• events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>• Place knowledge</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>