



Our Lady of Lourdes Skills Progression Map – Humanities

What is our Curriculum Intent for this subject?

Live: Live life with a sense of respect for others, reflecting the past as relevant to the present, supporting a sense of personal identity and personal history. Live with a sense of curiosity. Live with the knowledge and sense of responsibility that we too will leave our impression on the world. Live with the belief that we too are belong and create the continuum narrative of the humanities.

Love: Love and appreciate human values and the expressions of the uniqueness of the human spirit though its many mediums, including the arts, design, history, philosophy, music and architecture. Love and respect developing spiritual, moral, social and cultural capital as part of being who we are, our aspirations and our needs. Love the freedom to question, to apply a critical eye and to be open to speculation.

Learn: Learn how cultural beliefs and understandings have changed and shaped the landscape we live in both physically and culturally. Learn how our understanding and perspectives of historical and geographical narratives within a chronological setting, has bearing on how we live our lives today. Learn to become inspired, develop empathy skills, use questioning skills, and make suppositions based on evidences available.

Key: G = Geography

H = History

Cohort	Autumn	Spring	Summer
	Unit Title: Turrets and Tiaras	Unit Title: Fire Fire	Unit Title: Gorgeous Growth
Year 1	<i>Please outline what skills should be developed during this unit?</i>	<i>Please outline what skills should be developed during this unit?</i>	<i>Please outline what skills should be developed during this unit?</i>

	<p>H Show an understanding of changes in Castle design over time</p> <p>G Name, locate and identify characteristics within the UK</p>	<p>H Show knowledge of London, past and present</p> <p>G Name and locate continents and oceans Produce a map</p>	<p>H Begin to make links between geography and history</p> <p>G Begin to compare features of two different locations</p>
Year 1 GD	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Provide reasoning as to why castle designs have needed to change</p> <p>G Show understanding about the location of UK cities</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Begin to show awareness of resources</p> <p>G Begin to extend map reading skills, showing an awareness of details such as scale</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Begin to show awareness of the effects of climate change</p> <p>G Discuss implications of geographical features</p>
	<i>Unit Title: Rumble and Roar</i>	<i>Unit Title: Wild and Wonderful</i>	<i>Unit Title: By the Seaside</i>
Year 1	<p>H Recount changes in own lifetime</p> <p>G Describe key physical features including, beach, mountain, etc.</p>	<p>H Begin to make cultural links between geography and history</p> <p>G Name and locate the world's seven continents and five oceans</p>	<p>H Show understanding that some events have significance nationally and globally</p> <p>G Observe and record geographical features</p>
Year 1 GD	<p>H Show understanding of changes within living memory</p> <p>G Begin to gauge a sense of geographical periods</p>	<p>H Explain ideas about the past</p> <p>G Begin to understand geographical similarities and differences</p>	<p>H Identify different ways in which the past can be represented</p> <p>G Begin to express own views about people, places and environments</p>
	<i>Unit Title: Turrets and Tiaras</i>	<i>Unit Title: Fire Fire</i>	<i>Gorgeous Growth</i>

Year 2	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Children are beginning to accurately use a timeline</p> <p>G Identify human and physical features of a location</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Retell key events from different representations and viewpoints</p> <p>G Compare two cities, one from Europe</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Identify similarities and differences regarding the use of land area</p> <p>G Study maps and aerial photography Begin to use a compass</p>
Year 2 GD	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Children are beginning to show a historical vocabulary development</p> <p>G Show understanding about the development of the local area</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Ask questions from different viewpoints</p> <p>G Give in depth descriptions about similarities and difference regarding other cities.</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H What might have caused such changes?</p> <p>G How else might geographical findings be presented?</p>
	<i>Unit Title: Rumble and Roar</i>	<i>Unit Title: Wild and Wonderful</i>	<i>Unit Title: By the Seaside</i>
Year 2	<p>H Ask questions about objects from the past</p> <p>G Begin to relate historical and geographical evidence</p>	<p>H Show a cultural and historical understanding of an image</p> <p>G Identify seasonal and daily weather patterns</p>	<p>H Recall events and information about people before living memory</p> <p>G Use fieldwork skills</p>
Year 2 GD	<p>H Begin to provide reasoning as to the order of historical events/ objects</p> <p>G Begin to sense a range of theories relating to history and geography</p>	<p>H Begin to show awareness of a range of evidence and their viewpoints</p> <p>G Begin to use specific geographical vocabulary, showing understanding</p>	<p>H Speculate why people have acted the way they did</p> <p>G Ask geographical questions, i.e. What is it like to live in this place?</p>
	<i>Unit Title: Victorians</i>	<i>Unit Title: Stone Age</i>	<i>Unit Title: Romans</i>

Year 3	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Explore secondary and primary resources</p> <p>G Show understanding of settlement and land use (economic)</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Show awareness of non-printed evidence</p> <p>G Explain the effect of climate on dwelling choice</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Timeline knowledge and related vocabulary i.e. BC AD CE</p> <p>G Begin to use maps, atlases, globes produced over time To know the position of the Equator, Tropic of Cancer, Tropic of Capricorn, etc.</p>
Year 3 GD	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Begin to ask questions about how evidence can effect understandings</p> <p>G Find evidence to support own theories</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Begin to incorporate artefact analysis into historical investigations</p> <p>G Begin to name and incorporate resources creatively to support findings</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Why is chronological awareness vital to a sense of the humanities?</p> <p>G Begin to use maps from the time to produce assumptions about settlements</p>
	<i>Unit Title: #weloveBrighton</i>	<i>Unit Title: Tomb Raiders</i>	<i>Unit Title: Plants and Animals ??</i>
Year 3	<p>H Use evidence to describe the culture and leisure activities from the past</p> <p>G Express their own views about people, places and environments</p>	<p>H Explore differences in accounts of history</p> <p>G Use globes, maps, plans at a range of scales</p>	<i>No details on curriculum plan – topic change</i>
Year 3 GD	H Communicate ideas about people, objects and events from the past, backed up using evidence	H Show an understanding of why differences and similarities of the same event might occur	

	G Communicate in different ways including through numerical/quantitative skills, maps and pictures.	G Understand a number of the effects of physical and human geography	
	<i>Unit Title: Victorians</i>	<i>Unit Title: Stone Age</i>	<i>Unit Title: Romans</i>
Year 4	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Begin to challenge sources used as evidence in history</p> <p>G Show awareness of climate changes and zones over time</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Explore the use of archeologically findings</p> <p>G Show awareness of climate and landscape features upon human settlements</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Use of related historical vocabulary, i.e. decade, century</p> <p>G Show awareness of the Southern and Northern hemispheres and similarities and differences</p>
Year 4 GD	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Why should we question evidence?</p> <p>G How has climate related to the local area and its uses</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Show understanding of the pros and cons of archaeological findings</p> <p>G Begin to explore a historical sense of climate change</p>	<p><i>Please outline what skills should be developed during this unit?</i></p> <p>H Can I develop a sense of history in a chronological understanding?</p> <p>G How geographical reasons can bear references on cultural movement</p>
	<i>Unit Title: #weloveBrighton</i>	<i>Unit Title: Tomb Raiders</i>	<i>Unit Title: Plants and Animals??</i>
Year 4	<p><i>H Discover influences from the past on the present local environment</i></p> <p>G Communicate and begin to interpret different ways to record including through</p>	<p>H Develop a sense of chronological knowledge</p> <p>G Produce own scaled map</p>	<i>No details on curriculum plan – topic change</i>

	numerical/quantitative skills, maps and pictures.		
Year 4 GD	H How has the past shaped our future? G Begin to reason which methods work most effectively	H Show understanding giving reasons for the importance of chronological awareness G Show an understand of the notion of settlement development	
	<i>Unit Title: Storm and Shipwrecks</i>	<i>Unit Title: Vikings</i>	<i>Unit Title: Mayans</i>
Year 5	<i>Please outline what skills should be developed during this unit?</i> H Begin to make judgements about which sources of evidence might be more appropriate <i>G Ask geographical questions</i>	<i>Please outline what skills should be developed during this unit?</i> H Describe similarities and differences between historical happenings <i>G Use geographical vocabulary</i>	<i>Please outline what skills should be developed during this unit?</i> H Use a range of sources of evidence to ask and answer questions <i>G Use secondary sources</i>
Year 5 GD	<i>Please outline what skills should be developed during this unit?</i> H Begin to present an argument based on evidence G Interpret evidences and draw conclusions	<i>Please outline what skills should be developed during this unit?</i> H Provide evidence as to why changes have occurred G Use decision making skills	<i>Please outline what skills should be developed during this unit?</i> H Show understanding that there are more than one outcome to a historical enquiry G Ask geographical questions Can the questions be placed in a historical context.
	<i>Unit Title: We'll Meet Again</i>	<i>Unit Title: Ice Worlds</i>	<i>Unit Title: Ancient Greece</i>
Year 5	H Make links between some of the features of the past societies	H use a wide range of evidence to create an interpretation of the past	H Compare and contrast a Greek way of life

	G Use the eight points of a compass, four-figure grid references, symbols and key	G Use fieldwork techniques and instruments	G Locate main countries and cities
Year 5 GD	H Begin to give reasons for changes, backed up by appropriate evidence G Link to history, compare land use maps of UK past and present	H Show an understanding of how a range of sources provide their own influence on an understanding of the past G How can we use fieldwork findings?	H Show an understanding of a sense of myth, propaganda, opinion, misinformation etc. within evidence G Explain similarities and differences through the study of human and physical geography
	<i>Unit Title: Storm and Shipwrecks</i>	<i>Unit Title: Vikings</i>	<i>Unit Title: Mayans</i>
Year 6	<i>Please outline what skills should be developed during this unit?</i> H Begin to debate based on evidences from the past G Collect and record evidence	<i>Please outline what skills should be developed during this unit?</i> H Begin to recognise significant changes during a period in history G Use a wide range of secondary sources as geographical evidence	<i>Please outline what skills should be developed during this unit?</i> H Order significant events, movements and dates on a timeline G Identify different viewpoints about topical geographical issues
Year 6 GD	<i>Please outline what skills should be developed during this unit?</i> H Begin to investigate own historical enquiry G Make links between historical and geographical contexts	<i>Please outline what skills should be developed during this unit?</i> H Begin to make links with the past effecting the future <i>G Begin to analyse pros and cons of secondary sources of evidence</i>	<i>Please outline what skills should be developed during this unit?</i> H Understand that historical evidence effects historical interpretations <i>G Give possible reasons and show understanding of a range of differing viewpoints</i>
	<i>Unit Title: We'll Meet Again</i>	<i>Unit Title: Ice Worlds</i>	<i>Unit Title: Ancient Greece</i>

Year 6	<p>H Describe how historical events influence the now</p> <p>G Show understanding of human geography including trade between countries</p>	<p>H Explore the changes in a period of history</p> <p>G Identify the position and significance of latitude/longitude and the Greenwich Meridian</p>	<p>H Create a historically accurate timeline, focussing on eras and periods of history</p> <p>G Use a wide range of secondary sources</p>
Year 6 GD	<p>H Show understanding for change from a number of relevant sources of evidence</p> <p>G Give possible reasons for the fair/unfair distribution of resources</p>	<p>H Give reasons why there may be different accounts of history</p> <p>G Begin to explain the effects of longitude and latitude on poles</p>	<p>H Give reasons and motives for different accounts in history</p> <p>G How can geographical evidence link with historical?</p>