



Humanities Learning Map



| History | | | | |
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| Year | Autumn | | Spring | Summer |
| Nursery | Discuss our families and the different roles of family members. | | Link their sense of family with the family of others. | Elves and the Shoemakers- Look at old shoes and compare to modern shoes. |
| Reception | My family – past and present events in their lives and the lives of others. | Discussing family events and use family photographs and discuss celebrating differences between families | Discussing specific times that have been special and special gifts they have received (linked to The Magic Paintbrush). | |
| Year 1 | Technology and toys Compare toys and technology in the past to present <i>Changes within living memory</i> | | David Attenborough/Mary Anning Who are they and what are their jobs? Why are they important? Link with animals and dinosaurs. <i>Lives of significant individuals in the past who have contributed to national and international achievements</i> | |
| Year 2 | Now and then Change in Technology Past VS Present <i>Changes within living memory</i> | History of transport Steam trains vs Modern trains. <i>Changes within living memory</i> | Local history The three bridges <i>Significant historical events, people and places in their own locality</i> | The great fire of London. How did it influence a change in building materials in London? <i>Events beyond living memory that are significant nationally or globally</i> |
| Year 3 | Stone Age Children will study how they lived - Tools, hunting/houses) They will compare their life to now. Claremont Farm (Clatter bridge) <i>Changes in Britain from the Stone Age</i> | | Ancient Egypt What did they bring to civilisation today? Children will look at Artefacts, burials, tombs and pyramids. <i>The achievement of earliest civilisation</i> | Mayan Children will look at who ruled, what it was like to live in Mayan time (houses/jobs/food) and compare it to life now. <i>A non-European society that provides contrasts with British History</i> |
| Year 4 | Ancient Greek Children will look at the life, achievements and influences on the western world. <i>Pupils should be taught a study of Greek life and achievements and their influence on the western world</i> | | Julius Ceasar's attempted invasion 55-54BC Children will study the power of The Roman Empire by AD42. They will look at the Roman roads, Boudica, Caluidius the conquerer, Roman slaves and the impact this had on Britain <i>The Roman Empire and its impact on Britain</i> | |
| Year 5 | Vikings – Invasion and Settlement Who, why, where, what, when enquiry. Use of sources to investigate the monasteries raid York visit/ settlement – what it meant for Britain. King Alfred the Great/ Danelaw Impact invasion had on Britain. | | Anglo Saxons Children will be taught about the Viking struggle for the Kingdom of England to the time of Edward the Confessor. <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</i> | Holocaust Children will focus on segregation and look at the famous figure Anne Frank. |
| | | | | Local history study- How to be a Halton Knight. Children will trace several aspects of Normans and how they link to the local area (focusing upon Halton castle). They will Look at |

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| | <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</i> | | | designs of castles linking to the rebuild of Halton. They will also look at Motte and Bailey castle. Focus upon the role of a knight within the castle. <i>A local history study</i> |
| Year 6 | <u>Victorian: Dark Age or Golden Age?</u> Water ways: canals <i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</i> | <u>Baghdad</u> Pupils should be taught about a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900; | <u>Crime and Punishment</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century St Georges Hall Jail | |
| Year 7 | A nation of immigrants (Pre 1066) Where do the English come from? Romans, Anglo-Saxons, Vikings and Normans A nation of immigrants (1066) Investigating how William I was able to conquer England through a variety of methods. | Who ruled England? Development of church, state and society 1066-1381 How important was the Monarchy and the Church in Medieval England? Who ruled England? Development of church, state and society 1381-1536 How did religion and money help tear apart England and unify Britain? | Who ruled England? Development of church, state and society (1536-1700s) How did religion and money help tear apart England and unify Britain? Who ruled Britain? Development of church, state and society (1750 – 1860s) How did nature of the British change? A time of revolution. | |
| Year 8 | How did Britain change from pre-history to the modern times through a thematic study of the changing nature of crime and punishment? Is England Great? (1066-1745) The Crusades – Was the only reason for going to the Holy Land for God? C16th African Kingdoms. | Is Britain Great? (1745-1901) Slave trade. The British Empire – How and why did the British Empire grow and what impact did this have? Is Britain Great? (1901 onwards). The collapse of the British Empire, the causes and impact of immigration on the United Kingdom. | What was the First World War (1914-1918) The cause and consequences and changes linked to the First World War. What was the Second World War (1939-1945) The cause and consequences and changes linked to the Second World War including how can people cause change to society? | |
| Year 9 will follow a new order of study agreed on by all secondary school within the MAT | | | | |
| Year 9 | How has conflict in the C20th and C21st changed? Charting the changing nature of Britain's role in global conflict from Korea to the War on Terror. How did Germany become a dictatorship? Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) | How did Germany become a dictatorship? Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) How did Germany become a dictatorship? Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) | What is the USA? Investigating the history of USA from 1835 to 1890 and how the concept of Manifest Destiny was realised? | |
| Year 10 & 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams | | | | |
| Year 10 | AQA GCSE Specification Conflict and Tension Peace-making The League of Nations and international peace The origins and the outbreak of World War Two | | AQA GCSE specification USA; Opportunity and inequality 1920-1973 The Boom The Depression and the New Deal Post War America | |
| Year 11 | AQA GCSE specification Thematic study: Britain; Health and the people, C1000- present day Medieval and Early Modern Medicine. Changes to medicine during the Industrial Revolution. Modern medicine | | AQA GCSE specification Elizabethan England Elizabeth's court and Parliament Trouble at home Life in Elizabethan time Troubles abroad | |

Geography

| Year | Autumn | Summer | Spring |
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| Nursery | Discuss and investigate the seasonal changes. Investigate and discuss celebrations | Look at the natural world and growth of plants, trees and animals linked to Spring. Focus on different textures and materials when constructing houses and bridges linked to stories. Locating China on a map and discussing the differences in where we live linking to Chinese New Year. | Using technology and information books to study the undersea life. Locate beaches and Oceans on a world map. Using technology to role-play a space station and find information about space and rockets. |
| Reception | Discussing different places to live linked to the book 'Where the wild things are.' Locate where Santa and the Elves live in the North Pole. | Looking at different environments (forests and China) and making comparisons to where we live. Looking at maps of different places. | Discussing features of both their home and school environment and how they vary from one another. Discussing journeys that the children have been on and the places they have visited. What different jobs might the children have come across on their travels? Exploring different ways of moving to different places with transport. |
| Year 1 | Map skills- map of UK four countries, capital cities and seas. Knowledge of places around us and how we travel. Weather cross-curricular links with Science . | Identify places where dinosaurs lived. 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 | Exploring different towns and our local place Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| Year 2 | Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | 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 | Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Link to Residential/trip to Delamere Forest. |
| Year 3 | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Links to History Stone Age and Continents involving. | Ge2/1.3a describe and understand key aspects of physical geography - volcanoes and earthquakes | Place knowledge Mexico (South America) Settlements of Mayans Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Year 4 | Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Describe and understand key aspects of physical geography, including: labelling the main features of rivers and mountains. Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains. | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) |
| Year 5 | Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Rainforest |
| Year 6 | Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle | Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| Year 7 | Geographical skills What is a Geographer? Skills and fundamentals. What is my Geography? Cultural Continents (How much of North America is America? Highlands and Islands of Oceania), | What are the Physical Landscapes of the North West? Coasts – Formby/Southport coastline Rivers – The River Mersey, the River Alt What are the Physical Landscapes of the North West? Glaciation – National Parks and the Lake District, Mars bar glaciation. | How Equal is Development Across Asia? Location Economic development (including sectors of industry – fish fingers!) How Equal is Development Across Asia? Impact of Development Coal McGlobalisation |
| Year 8 | What are The Hazards and Future of Our Planet? What are hazards? Causes/effects/responses to climate change. Hurricanes – increased frequency due to climate change. What are The Hazards and Future of Our Planet? | What Are the Characteristics of Extreme Environments? Polar, tropical rainforest, desert. What Are the Characteristics of Extreme Environments? How has climate change affected these regions? Development, tourism, sustainability. | How Are Trade and Aid Affecting Africa? Location TNCs How Are Trade and Aid Affecting Africa? Location TNCs |

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| | Forest fires in Australia – link to climate change. Super volcanoes/tsunamis. | | Manufacturing Aid Logos |
| Year 9 | Why Does Geology Rock? What are the Earth's Natural resources? Where do we find them? Local, national and global geology. Soil profiles. Links to tectonics. Why Does Geology Rock? What are the Earth's Natural resources? Where do we find them? Local, national and global geology. Soil profiles. Links to tectonics. | Where Is the Geography in Crime and Conflict? Local crime – where/figures/hot spots/local police data. Cybercrime – global issues, mapping. Middle East, Afghanistan Movement of people as a response to crime/conflict e.g. China and Tibet. Where Is the Geography in Crime and Conflict? Local crime – where/figures/hot spots/local police data. Cybercrime – global issues, mapping. Middle East, Afghanistan Movement of people as a response to crime/conflict e.g. China and Tibet. | Why Is Geography Important in Sport and Fashion? Local scale: EFC relocation and peoples' project, LFC redevelopment, rugby in Widnes. Sweatshops and Nike TNCs Stacey Dooley: Fashion's Dirty Secrets Why Is Geography Important in Sport and Fashion? Local scale: EFC relocation and peoples' project, LFC redevelopment, rugby in Widnes. Sweatshops and Nike TNCs Stacey Dooley: Fashion's Dirty Secrets |
| Year 10 AQA GCSE Specification | AQA GCSE specification The Changing Economic World Global variation Global development Nigeria The Challenge of Natural Hazards Tectonic hazards – features processes and impacts. The Challenge of Natural Hazards Tectonic hazards – features processes and impacts. Climatic hazards – features, processes and impacts | Urban Issues and challenges including Human Fieldwork Population growth Urban growth Geographical fieldwork Suitable questions Measuring and recording data Data collection and interpretation | Physical Landscapes in the UK (Rivers and Coasts) and physical fieldwork Rivers and coasts Feature and processes of rivers and coasts. Geographical fieldwork Suitable questions Measuring and recording data Data collection and interpretation |
| Year 11 AQA GCSE Specification | The Living World (Ecosystems) What is an ecosystem Scales of ecosystem Rainforests Hot desert ecosystems Cold environments Desertification | Resource Management Food Water Energy Geographical investigation and fieldwork revisited Pre-release material | Exam prep AQA GCSE specification revision |

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| Year | Autumn | | Spring | | Summer | |
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| Nursery N1 and N2 | Theme: My family Key question: Who lives in my house? | Theme: Celebration Key question: Why do we give presents? | Look at the natural world and growth of plants, trees and animals linked to Spring | Theme: Easter Key question: Why do we give eggs at Easter? | Theme: Special people Key question: Why do we celebratespecial people? Link with Father's day. | Theme: Difference Key question: How are we all different? |
| Early years | Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism | Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity | Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism | Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity | Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism |
| Year 1 | Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity | Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In my town have given Jesus if he | Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity | Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity | Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism | Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism |

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| | | had been born here rather than in Bethlehem? Religion: Christianity | | | | |
| Year 2 | Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity | Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity | Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam | Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity | Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam | Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam |
| Year 3 | Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism | Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity | Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity | Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity | Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism | Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism |
| Year 4 | Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism | Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity | Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism | Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity | Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism | Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity |
| Year 5 | Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism | Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity | Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism | Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity | Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism | Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism |
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| <p>Year 6</p> | <p>Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p> | <p>Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity</p> <p>Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity</p> | <p>Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity</p> | <p>Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p> | <p>Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term</p> |
| <p>Year 7</p> | <p>What is the church? Why should we study religion? Christianity - In this unit students will investigate issues of diversity and belonging within the Christian community. Many students will associate the idea of church with the building rather than the people or community – their understanding of this should develop throughout this unit. They will also consider what it means to be a Christian – is it more than just a tick in a box or water on a baby's head. Is it something that someone else can choose for you? Can you be born a Christian or is it something you become? Lancashire SACRE</p> | | <p>What unites the Ummah? In this unit students will investigate the beliefs and values of Islam. They will explore the idea that some actions have a deeper meaning and significance, particularly within religious life. They should develop an understanding of spirituality and reflect on the importance of rituals. Students will review the 5 Pillars as a foundation for belief and gain a detailed knowledge and understanding of Hajj – the importance of Makkah, aspects of the life of the Prophet Muhammad (pbuh), the importance of the Ummah, core beliefs – submission to the will of God, including Tawhid, Salah and Shaytan. They should compare the idea of an outer/inner journey with religious ritual – the outer action with an inner meaning. Lancashire SACRE</p> | | <p>Judaism – More than family, food and festivals? The title of this unit is taken from an episode of the TV programme Strictly Kosher – 'Family, Food and Festivals' is a phrase used to describe what being Jewish is all about. This unit asks students to decide if this is a good description. It is important that they are aware of this at the start of the unit so that their learning is an enquiry into the validity of the description as opposed to simply learning about family life, foods and festivals of Judaism. They should be encouraged to consider the deeper meanings of these beliefs and actions and engage with the issue of religious identity and expression. Lancashire SACRE</p> |
| <p>Year 8</p> | <p>Christianity – God – What is the truth? Throughout this unit students will investigate Christian beliefs about God and ways in which Christians might believe that God reveals himself to the world. They should develop their understanding of the nature of religion and belief, and the impact that faith may have on the life of a believer. This unit aims to develop skills of questioning, analysis and evaluation. Students should be encouraged to understand the complex nature of religion, and that there are often differences of opinion and forms of expression within a religion. Lancashire SACRE</p> | | <p>Sikhism – What is the Sikh Dharam? In this unit students will investigate some of the key aspects of the Sikh community, by learning about the traditions of this community and then understanding the beliefs and values that lie behind these activities. They will gain a knowledge and understanding of the importance of shared beliefs and values in building a strong community. Students will then consider how this learning can be applied to their own communities. Lancashire SACRE</p> | | <p>Islam – Is there an ultimate authority? In this unit students will investigate the central Islamic belief that Allah is the one true God with no partners or equal. They will learn about the revelation of the Qur'an and the development of Islam, including divisions over leadership following the death of the Prophet Muhammad (pbuh). Students will consider how Muslims today might be influenced by the message of the Qur'an and by the teachings and example of the Prophet Muhammad (pbuh). Lancashire SACRE</p> |
| <p>Year 9</p> | <p>Islam – How should a British Muslim lead a good life? In this unit students will investigate how and why the Qur'an is instrumental in providing guidance on how to live life as a Muslim. They will investigate the importance of equality and diversity in Islam, through exploring Islamic teachings, beliefs and practices within British society. Students will explore the role of women in Islam and consider why charity/charitable acts are important to all Muslims. They will investigate attitudes towards obedience and the consequences of disobeying authority - including when differing authorities are in conflict over an issue. Lancashire SACRE</p> | | | <p>Islam, Christianity and Humanism – What happens when we die? In this unit students will investigate the differing ideas about what happens after death and how belief in a final judgement may affect the way that people make decisions during their life. This will include an introduction to ideas about good, evil and morality. They will consider how funeral rites reflect beliefs and values and how these rituals support the bereaved. Lancashire SACRE</p> | |

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