



Humanities Learning Map



History				
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	<u>Technology and toys</u> Compare toys and technology in the past to present <i>Changes within living memory</i>		<u>David Attenborough/Mary Anning</u> 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	<u>Now and then</u> Change in Technology Past VS Present <i>Changes within living memory</i>	<u>History of transport</u> Steam trains vs Modern trains. <i>Changes within living memory</i>	<u>Local history</u> The three bridges <i>Significant historical events, people and places in their own locality</i>	
Year 3	<u>Stone Age</u> 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>		<u>Ancient Egypt</u> What did they bring to civilisation today? Children will look at Artefacts, burials, tombs and pyramids. <i>The achievement of earliest civilisation</i>	
Year 4	<u>Ancient Greek</u> 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>		<u>Julius Ceasar's attempted invasion 55-54BC</u> 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	<u>Vikings – Invasion and Settlement</u> 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. <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</i>		<u>Anglo Saxons</u> 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>	
			<u>Holocaust</u> Children will focus on segregation and look at the famous figure Anne Frank.	<u>Local history study- How to be a Halton Knight.</u> Children will trace several aspects of Normans and how they link to the local area (focusing upon Halton castle). They will Look at 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	Victorian: Dark Age or Golden Age? Water ways: canals <i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</i>		Baghdad 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;		Crime and Punishment 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 1066-1509) How important was the Monarchy and the Church in Medieval England?	Who ruled England? Development of church, state and society 1509-1745) How did religion and money help tear apart England and unify Britain?	Who ruled Britain? Who ruled England? Development of church, state and society 1745-1901) How did nature of the British change?	Who ruled Britain? (Thematic study of Britain through crime and punishment 1066-1901) How does the changing nature of Crime and Punishment echo changes in our society?
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?	The development of the United States of America From colonisation to independence	The development of the United States of America From independence to emancipation	The development of the United States From emancipation to the end of the Native American way of life

Year 9 will follow a new order of study agreed on by all secondary school within the MAT

Year 9	Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles)	Germany democracy to dictatorship 1919-39 (Germany and the rise of the Nazis)	The Holocaust A study of Anti-Semitism through the ages.	Conflict and tension 1919-1939 (Treaty of Versailles and the League of Nations)	Conflict and tension 1919-1939 (Successes and failures of the League of Nations)	Conflict and tension 1919-1939 (Road to war)
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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
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!)	<u>How Equal is Development Across Asia?</u> 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? Forest fires in Australia – link to climate change. Super volcanoes/tsunamis.	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 Manufacturing Aid Lagos
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	The Changing Economic World Global variation Global development AQA GCSE specification Nigeria	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	
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 celebrate special 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 had been born here rather than in Bethlehem? Religion: Christianity	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
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	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:	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:	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity

	Key Question: Is it possible for everyone to be happy? Religion: Buddhism		The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism		The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	
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
Year 6	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: 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	
Year 7 Where do we belong?	What is the church? Why should we study religion? Christianity Making links between religious teachings and own lives. Lancashire SACRE	Christianity and humanism – created of chance Beliefs about creation and the afterlife. What do Christians believe about Jesus? Lancashire SACRE	Islam – What unites the Umrah? Islamic beliefs Allah and prophet hood What is the Quran? Christianity and Islam Understanding the similarities and differences in Christianity and Islam. Lancashire SACRE	Judaism – More than family, food and festivals? An introduction to Judaism and Abraham Who was Moses? To understand the intricacies of the Jewish faith Lancashire SACRE	Sikh Dharam – what builds the community? To understand the basics of Sikhism. Belonging to Sikhism The 5 Ks What is a Gurdwara like? Lancashire SACRE	Christianity – Who is my neighbour? To investigate the multi-cultural identity of Britain. How do the British worship in different ways? Lancashire SACRE
Year 8 Where can we find guidance in our lives?	Christianity – God – What is the truth? How do we explain why religious teachings influence communities and provide answers to questions? Lancashire SACRE	Christianity – God – What is the truth? Religion and conflict How do we explain why religious teachings influence conflict and provide answers to questions? Lancashire SACRE	Islam – Is there an ultimate authority? Religion and peace How do we explain why religious teachings influence resolution and provide answers to questions? Lancashire SACRE	Islam – Is there an ultimate authority? To understand the teachings of Islam and where they come from. Lancashire SACRE	Judaism – How do people keep faith in difficult times? To investigate Jewish traditions. Torah Food Laws Shabbat Lancashire SACRE	Hindu Dharma – What is a good life? To understand the cultural identity of people of the Hindu faith. Trimurti Lancashire SACRE
Year 9 Where can we seek and find the truth?	Islam – How should a British Muslim lead a good life? Multicultural Britain Muslims in Britain today Promoting racial harmony Lancashire SACRE	Islam – How should a British Muslim lead a good life? Good versus evil Crime Relationships Sexuality Lancashire SACRE	Islam, Christianity and Humanism – What happens when we die? What is the purpose of lie Purpose for religious followers What happens after we die? Lancashire SACRE	Islam, Christianity and Humanism – What happens when we die? Creation Science and religion Death penalty Lancashire SACRE	How can I help the world project? How do religions approach Charity?	How can I help the world project? What can I do to help the world? How has what I have learnt about religious teaching given me the tools to help others?