

Humanities Curriculum Overview 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5 Hist/Geog	<p>How do Maps speak to us? / How is where I live different to a year 5 in Manchester? Fieldwork: Blackford Visit / Sketch maps and weather survey.</p>	<p>How did Britain develop under the Victorians? Clive Pig Visit</p>	<p>Why did the Vikings settle in Britain? Invaders and Settlers (Vikings settlement in UK) Visit: Carymoor Education Centre</p>	<p>What was life like in the Islamic Golden Age?</p>	<p>Local Study: How did castles change over time? Visit: Chepstow Castle</p>	<p>How is the UK different to the Polar Regions? Biomes – Polar Regions</p>
Substantive Knowledge (Key Concepts)	<ul style="list-style-type: none"> Locational Knowledge: Counties and cities of the UK; human and physical characteristics of a region; Key topographical features of the area. Place: Similarities and differences between where they live and where other children live (another region of the UK) Physical Geog: Climate zones, Rivers and Mountains. 	<ul style="list-style-type: none"> Change: Understanding how life changed within the Victorian period and why e.g new technologies. Similarity and difference: Comparison of jobs, schooling, home life, holidays. Historical Sources: Understanding how to use sources to find out information (High Five). 	<ul style="list-style-type: none"> Locational Knowledge: Location of European countries and key human / physical characteristics of Scandinavia (then and now); comparison to geographical regions of the UK. Place Knowledge: Site and situation of Viking settlements in the UK. Human Geog: Economic activity and how trade / transportation changed over time; comparison of how settlements have changed over time and how we, as global citizens, need to develop our own communities due to the changing global and environmental needs; natural resources (food / water) and the reliance on the natural world. Physical Geography: What makes a good settlement; how have settlements developed over time. 	<ul style="list-style-type: none"> Chronology – Understanding the contrasts over time. Making links between their study of Victorian Britain and an ancient civilisation. Change: Studying Islamic Civilisation and achievements and how this has impacted the Western world. Similarity and difference: Compare the difference between different classes and the difference between life in Saxon Britain. Significance: Which of the early Islamic achievements has the most effect on our lives today? 	<ul style="list-style-type: none"> Chronology – Understanding the when castles were introduced into Britain and how this links with their prior learning (Vikings). Change: Studying how Castles developed time, through both their use and function. Similarity and difference: Compare a local Castle (Chepstow) with another Castle in a different part of the country. Significance: What are Castles used for today? 	<ul style="list-style-type: none"> Locational Knowledge: Latitude / Longitude / equator / Northern and Southern hemisphere / Tropics / Arctic. Physical Geog: Climate zones, Biomes. Human Geog: Impacts of Climate Change, threatened environments.
Disciplinary Knowledge	<ul style="list-style-type: none"> Geography Skills: Using atlases, globes, 8 points of the compasses, 4 figure grid references, map symbols, OS Maps. Fieldwork: Observe human and physical features (sketch maps of local area); Measure and record weather data for local area. Similarities and Differences: Compare 2 regions of the UK (Somerset compared to 	<ul style="list-style-type: none"> Chronology: Understanding where the Victorian period fits in with their prior learning. Significance: Why was the Victorian period a turning point in British History? Historical Sources: Using evidence from the Victorian period and comparing to modern day sources from students own lives. 	<ul style="list-style-type: none"> Geography Skills: Using atlases, globes, 8 points of the compasses, 4 figure grid references, map symbols. Geographical similarities and differences: Study of human and physical geography in a European region (compare data to data collected in units 1 and 3 – study of a region in the UK and a Polar Biome). Fieldwork: Opportunity for fieldwork on Carrymore 	<ul style="list-style-type: none"> Chronology: Understanding where the Islamic Civilisation fits in with their prior learning. Significance: How did the Islamic Civilisation influence our lives today? Historical Sources: Use of evidence to support knowledge of the past – e.g. pottery. 	<ul style="list-style-type: none"> Chronology: Understanding where the story of Chepstow Castle fits in with their prior learning. Significance: How was Chepstow Castle significant at the time vs how is it significant today? Historical Sources: Use of evidence to support knowledge of the past – visit to Chepstow castle to see how it developed over time. 	<ul style="list-style-type: none"> Geography skills: Using atlases and globes Geographical similarities and differences: Study of human and physical geography in a polar biome (compare data to data collected in unit 1 – study of a region in the UK). Environmental Impact: How physical and topographical features have changed over time.

	Manchester / Birmingham)	<ul style="list-style-type: none"> Similarity and difference: Comparing how life has changed over time. 	Environmental trip – orienteering and map work.			
NC Links	Locational Knowledge: Geographical regions of the UK; Place Knowledge: Geographical similarities and differences; Human and Physical Geog: Rivers and mountains; Geog skills and fieldwork: Map skills and fieldwork to observe and measure.	Local History study – significant in the locality. Weston Super Mare – comparing holidays as children.	Locational Knowledge: Key physical and human characteristics of a region in Europe; Place Knowledge: Study of human and physical geography of a region of the UK and a region of Europe. Human and Physical Geog: Economic activity; Geog skills and fieldwork: Map skills, atlases and globes.	Ancient Civilisations: A non-European society that provides contrasts with British History.	<ul style="list-style-type: none"> A Local History study: a study of a site dating from a period beyond 1066 that is significant in the locality 	Locational Knowledge: Position and significance of lines of latitude / longitude / hemispheres; Place Knowledge: Geographical similarities and differences; Human and Physical Geog: Climate zones and Biomes; Geog skills and fieldwork: Map skills, atlases and globes.
Sequencing	Spiral of learning links: Y5 Where do I live in the world, Y6 The Great Plains,	Spiral of Learning: Yr 7 Industrial Revolution; GCSE Crime and Punishment.	Spiral of Learning: Yr5 Vikings; Y5 Biomes; Yr7 Data handling (Maths); Yr 7 RE Early Hindu Settlements.	Spiral of Learning: Y5 Myths and Legends (ENG); Yr 7 Industrial Revolution (democracy); GCSE Crime and Punishment (Democracy).	Spiral of Learning: Yr5 Vikings; Y7 Medieval Monarchs.	Spiral of Learning: Y5 Survival; Y6 The Great Plains, Y7 Stewardship; Y8 Natural Resources; GCSE The Living World.
Y5 RPE	Christianity- incarnation (festivals, worship, rite of passage) Visit: Holy Trinity Church HSMS Christmas Nativity Production		Religion and Science – Creation/Evolution and salvation		Islam Text: Malala’s Magic Pencil	
Substantive Knowledge (Key Concepts)	Describe features, functions and symbols of church and worship. Prayer and forgiveness. Christian rites of passage; sacrifice (Baptism & Communion) Incarnation (Nativity)		Creation and fall – Genesis and Exodus Comparison of the Creation story with a scientific view People of God (Agape) Stewards of Creation Salvation – Easter Story		The life and times of Muhammad (PBUH) Islamic Golden Age invention The function and features of the Qur’an The teachings of Islam. Pilgrimage – Hajj vs Christian.	
Disciplinary Knowledge	Skills: Critical thinking, reflections and interpretation of religious texts and understanding Christian beliefs and practices. Knowledge: Develop familiarity with key concepts and practices within Christianity. Concepts: Explore the moral values, traditions and the impact of religion on individuals and society.		Skills: Investigate and ask questions about religion and beliefs, Interpret religious texts and compare Christian beliefs of Creation with Scientific views – express personal views and demonstrate understanding different perspectives. Knowledge: Understand different worldviews. Develop an awareness of key concepts of Creation and Salvation. Be aware of personal impact on the planet and how to be a Steward of Creation. Concepts: Understand the role of religion in shaping the moral values and community life (Agape/ people of God),		Skills: Critical thinking, reflection and interpretation of religious texts – understanding diverse beliefs and practices (Islam). Be competent in expressing personal understanding of different points of view. Knowledge: Understanding of different religions and worldviews. Familiarity with key figures, texts and teaching in Islam. Awareness of the significance of religious practices and beliefs within the Islamic culture. Concepts: Understand the concept of belief and its impact on individuals and society (Malala). Appreciate the importance of respect for different beliefs and practices. Understand the role of religion in shaping moral values and community life.	
Sequencing	Spiral of learning links: Y7 Tudor Britain, Yr 8 Jesus in Jerusalem, GCSE Systematic study of Christianity.		Spiral of learning links: Y5 What do Christians believe about Incarnation?		Spiral of learning links: Yr 7 Tudors, Y8 Religion, Justice and equality,	
Y5 cross curricular links	EN: Kensuke’s Kingdom (Y5) SC: Living things/animals	SC: pulleys and gears (inventions)		ART: Greek pot design ENG: Myths and Legends (TBC)	DT Viking Long boats EN: text Who let the Gods out EN: Non Chronological writing (Vikings TBC) MA: Data handling	
	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
Y6 Hist/Geog	What happens on the journey from the mountain to the sea? Rivers and Mountains Visit: Ashford Water Treatment Centre River Study		Why are we thankful for the Maya? Ancient Mayans (Depth) Visit: Clive Pig Mayan Food tasting		How did Britain change after WWII? Britain since 1945 (Overview)	
Substantive Knowledge (Key Concepts)	<ul style="list-style-type: none"> Locational Knowledge: Study of North American region – Yellowstone, Mississippi, Rockies; Significance of latitude / longitude / Northern and Southern hemispheres, time zones. 		<ul style="list-style-type: none"> Chronology: How does the Maya fit in to their learning in History so far? Change: Discoveries, technologies and advancements. 		<ul style="list-style-type: none"> Chronology: How does WWII fit in with students previous learning. Causation: Reasons for change in the years after WWII (rebuilding after WWII, Coronation of Elizabeth II, Space Race, Introduction of the NHS). 	

	<ul style="list-style-type: none"> Place: Similarities and differences between a region of the UK and a region of North America. <p>Physical Geog: Climate zones, Rivers and Mountains, volcanos, the water cycle.</p> <ul style="list-style-type: none"> Human Geog: Use of the land and settlements; impact of natural hazards. 	<ul style="list-style-type: none"> Similarity and Difference: Ways of life and beliefs of ancient indigenous people. Significance: Conflict (past and present) 	<ul style="list-style-type: none"> Change: Changes in aspects of social history e.g. Leisure, entertainment and lifestyle. Similarity and Difference: Comparing 20th Century life to the students own life. How are Empire, Commonwealth and Migration relevant to today's world.
Disciplinary Knowledge	<ul style="list-style-type: none"> Geography Skills: Using atlases, globes, 8 points of the compasses, 4 and 6 figure grid references, map symbols. Fieldwork: River study trip. Similarities and Differences: Study of a region of North America – compare to region of UK and Europe. 	<ul style="list-style-type: none"> Significance: How have the Mayans influenced our lives today? (buildings, celebrations, daily life, food and agriculture). Historical Sources: Using sources to explore the Mayan civilisation. Interpretations: How did the Mayan Civilisation end? 	<ul style="list-style-type: none"> Change and Continuity: How has Britain changed in the last 80 years and how has it stayed the same. Causation: What were the reasons why Britain changed after WWII. Significance: Empire, Commonwealth and migration – relevance to today's world.
NC Links	<p>Locational Knowledge: Key physical and human characteristics of North America; Place Knowledge: Geographical similarities and differences in a study of a region of north America; Human and Physical Geog: Rivers, mountains, volcanos, the water cycle; Geog skills and fieldwork: Map skills and fieldwork (river study) to observe and measure.</p>	<ul style="list-style-type: none"> Maya 900AD: A non-European society that provides contrasts with British History. 	<ul style="list-style-type: none"> Change in the 20th Century: A study of an aspect or a theme in British History that extends pupil's chronological knowledge beyond 1066.
Sequencing	Spiral of Learning: Y5 Biomes, Yr 6 Habitats; Yr 7 Map Skills / Beautiful Britain; Yr 8 Africa; GCSE The challenge of natural hazards;	Spiral of learning links: Y5 Ancient Greece (Ancient Civilisations); Y6 living in the 20 th Century; Yr7 Asia; Yr7 Tectonic processes.	Spiral of learning links: Spiral of learning links: Yr8 WII; Yr8 Votes for women; GCSE Weimar Germany.
Y6 RPE	<p>What is important to Jews? Judaism</p> <p>Visit: Bristol Progressive Synagogue (Virtual)</p>	<p>How do Sikhs show their commitment to God? Sikhism</p>	<p>What can we learn about the life of Jesus from the Parables? Life of Jesus; Parables (Agape)</p>
Substantive Knowledge (Key Concepts)	<ul style="list-style-type: none"> Features and functions of synagogue and worship Jewish rites of passage Jewish celebration Jews living in America (immigration) 	<ul style="list-style-type: none"> The Gurus and their teachings Living as a Sikh – the 5 Ks Importance of the Golden Temple How do Sikhs live in Britain Celebrating Diwali 	<ul style="list-style-type: none"> Life and times of Jesus Literal and implied meaning of parables How the parables are lived today by Christians Christian outreach in deprived areas.
Disciplinary Knowledge	<p>Skills: Analyse religious texts and artifacts. Compare beliefs and practices within Judaism and other religions (Christianity/ Islam) and evaluate the significance of rituals and traditions in Judaism.</p> <p>Knowledge: Understand key beliefs and texts such as the importance of the Torah, Shabbat and Jewish festivals. Recognise the historical contexts of Jewish traditions and their development.</p> <p>Concepts: Appreciate the role of community and family in Jewish life and the impact of Judaism on culture and society.</p>	<p>Skills: Critical thinking and analysis of Sikh beliefs and practices. Compare and contrast Sikhism with other religions (Christianity, Islam, Judaism), apply knowledge to understanding the role of Sikhism in society.</p> <p>Knowledge: The fundamental beliefs of Sikhism (the concept of God, the Guru and teachings, 5Ks, and serving the community). The development of Sikhism and the key texts.</p> <p>Concepts: Understand the significance of the Guru in Sikhism. Explore moral and ethical teachings and consider the rituals and traditions in Sikh life (Diwali)</p>	<p>Skills: Analyse and interpret Christian parables by evaluating the moral or lesson provided by the text. Compare parables with other religious or moral stories. Demonstrate understanding through discussion and reflection.</p> <p>Knowledge: Gain familiarity with specific parables (The Good Samaritan and The Prodigal Son). Understand the context of parables within Christian teachings. Recognise key themes and messages conveyed through the parables.</p> <p>Concepts: Understand that a parables is a literary form used to teach a moral lesson. Observe and appreciate the relationship between the parables and the teachings of Jesus.</p>
	Spiral of learning links: Y5 Holy books, places of worship, rites of passage; Y7 Stewardship, GCSE systematic study of Judaism.	Spiral of learning links: Yr 7 India	Spiral of learning links: Yr 5 Christian symbols, festivals and beliefs; Yr 8 Jesus and Jerusalem, GCSE systematic study of Christianity;
Y6 cross curricular links	EN: <i>Holes</i> (Sachar was raised in a Jewish family, and many readers have noticed that the protagonist of <i>Holes</i> , Stanley Yelnats, is implied to be Jewish, and that the history of Stanley's family as it appears in the book echoes the experience of Jewish immigrants)	En: Just so stories/Rudyard Kipling (India)	SC: revisit space theme from Y5 with moon landing DR: pre-teach for drama work in Y7 'Our day out' – immigration/Windrush