

# HUMANITIES

## **GEOGRAPHY & HISTORY**

This year Humanities in Year 3 to year 8 will be taught through topic, using the scheme of work 'Cornerstones' which incorporates History and Geography with a topic based approach; allowing pupils to 'Engage, Develop, Innovate and Express'. This Year, Y9 pupils will continue to use last year's scheme of work, before starting on the new scheme of work in September 2018.

- The geography and history learning objectives will ensure that pupils learning is progressive and continuous through a broad and balanced, knowledge and skills based online curriculum with a creative edge with engaging activities tied to national curriculum programmes of study for History and Geography.
- You will also note that every opportunity has been taken to help pupils apply their English and Mathematic skills where it is possible to do so.
- Where possible and appropriate, visits are made to further support the learning taking place in school.
- Every attempt has been made to bring History and Geography to life by taking starting points from the pupil's context. In this way it is hoped that History and Geography will be viewed as exciting and interesting on rolling programmes of study. Each year pupils will work on a collaborative Christmas production, titles to TBC.
- During the year there will be also be whole school topic days to ensure full coverage of the curriculum that meets the needs of pupils.

<b>2017-18 Cycle 1</b>	<b>L1-L3 Cornerstone topic name</b>
Autumn 1	Do you want to be friends?
Autumn 2	Christmas production – not Cornerstones unit Title to be confirmed
Spring 1	Can I switch it on?
Spring 2	Why don't snakes have legs?
Summer 1	Are carrot orange?
Summer 2	Are we there yet?

- **L1-L3** will be using a three year cycle

<b>2018-19 Cycle 2</b>	<b>L1-L3 Cornerstone topic name</b>
Autumn 1	Why do squirrels hide their nuts?
Autumn 2	Christmas production – not Cornerstones unit Title to be confirmed
Spring 1	What is a reflection?
Spring 2	Do cows drink milk?
Summer 1	What's that sound?
Summer 2	What can you see in summer?

<b>2019-20 Cycle 3</b>	<b>L1-L3 Cornerstone topic name</b>
Autumn 1	What happens when I fall asleep?
Autumn 2	Christmas production – not Cornerstones unit Title to be confirmed
Spring 1	Will you read me a story?
Spring 2	Why do zebras have stripes?
Summer 1	Why do ladybirds have spots?
Summer 2	Who lives in a rock pool?

- **L4-L7 & U1** will be using a two year cycle

<b>2017-18 Cycle 1</b>	<b>L4-L7 Cornerstone topic name</b>
Autumn 1	Bright lights, big city
Autumn 2	Christmas production – not Cornerstones unit Title to be confirmed
Spring 1	Memory box
Spring 2	Dinosaur planet
Summer 1	Splendid skies
Summer 2	Street detectives

<b>2018-19 Cycle 2</b>	<b>L4-L7 &amp; U1 Cornerstone topic name</b>
Autumn 1	Superheroes
Autumn 2	Christmas production – not Cornerstones unit Title to be confirmed
Spring 1	Moon zoom!
Spring 2	The scented garden
Summer 1	Towers, tunnels and turrets
Summer 2	Land ahoy

<p><b>Scheme of work Year 9 2017-18</b>, then pupils will transfer to the ‘Cornerstone’ scheme of work approach through topic using the two year cycle from L4-7.</p> <p style="text-align: center;">Enquiry questions</p> <p>Teachers to decide on when to teach Year 9 units in any order depending on the interests and needs of pupils. Please see termly class curriculum overview for when units taught.</p>		
<p>Stone Age to 1066</p> <p>The Roman Empire and its impact on Britain</p> <p><b>Why were the Romans so powerful and what did we learn from them?</b></p>	<p>A Study of an aspect or theme in British history, beyond 1066</p> <p><b>Why were the Norman castles certainly not bouncy?</b></p>	<p>Significant Themes in British history (Preferably from a Local interest point of view)</p> <p><b>World War 2 – Battle of Britain</b> <b>How did the Battle of Britain change World War 2?</b></p>
<p>Geography skills to be taught where possible in all units</p>	<p>Human &amp; Physical use the eight points of a compass, four-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 use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p>Rainforests of the Amazon Brazil – physical features</p> <p><b>Why should the rainforests be important to us all?</b></p>	<p>Brazil –human Geography trade and growing economy - Fair Trade <b>Why is Brazil in the news again?</b></p>	<p>UK and wider world (+ Compass Points)</p> <p><b>I’m a Year 9 pupil, can you get me out of here?</b></p>

Mrs. Perry  
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September 2017