

## Loseley Fields Primary School Humanities Curriculum Overview

	Autumn		Spring		Summer	
Year R	<b>Do you want to be friends?</b>	<b>Why do squirrels hide their nuts?</b>	<b>Are we there yet?</b>	<b>Can you read me a story?</b>	<b>Why do ladybirds have spots?</b>	<b>Do cows drink milk?</b>
Year 1	<b>My school and me</b>	<b>My Island Home</b>	<b>DIY: Tools of the past Stone Age</b>	<b>Around the world in 80 days</b>	<b>Best of British</b>	<b>Our Beautiful Blue Planet</b>
Year 2	<b>The cradle of civilisation Ancient Egypt</b>	<b>Who do you think you are? UK Geography</b>	<b>Innovation &amp; Legacy Romans in Britain</b>	<b>Lands of Ice &amp; Fire Scandinavia</b>	<b>Invaders: Raiders or Traders? Anglo-Saxons</b>	<b>Invaders: Raiders or Traders? Vikings, Norman Invasion</b>
Year 3	<b>Mythological Marvels Ancient Greece</b>	<b>Local Heroes Jack Phillips &amp; Gertrude Jekyll</b>	<b>Conflict: Resolution Tudors &amp; Reformation</b>	<b>Exciting Explorations Elizabethan explorers</b>	<b>Exploring Western Europe</b>	<b>The Great Rivers of the East</b>
Year 4	<b>Waves of Change Coastal Erosion</b>	<b>A Kingdom United? English Civil War</b>	<b>Restorative Justice Restoration of the monarchy</b>	<b>Constellation Exploration</b>	<b>Eurovision! Eastern &amp; Mediterranean Europe</b>	<b>Benin: A Lost Kingdom</b>
Year 5	<b>Rights and Responsibilities Georgians &amp; Jacobite rebellion</b>	<b>Rule Britannia Growth of the British Empire, inc Triangle Trade</b>	<b>Progress French &amp; American Revolutions; Abolition of slavery</b>	<b>Discovery Australia, New Zealand, South Pacific</b>	<b>The Golden Age of Islam</b>	<b>Geology Rocks</b>
Year 6	<b>Industrial Revolution &amp; Social Reformation</b>	<b>Votes For Women!</b>	<b>Great Powers Collide WW2</b>	<b>Welcome to Britain? Windrush</b>	<b>The Americas</b>	<b>Ancient American Empires Inca, Aztec, Maya</b>

Key to topic drivers:

Ancient History	British History	Geography	Science
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# Progression of history and geography topics /units within and across the year groups

Year One		
Current Unit	Prior learning that this unit builds upon	Learning that this unit will lead on to
<b>Autumn 1: My School and Me</b> <b>Local geography</b> <b>Local history</b> - changes within living memory	Builds upon children’s understanding of home, family and where they live developed as part of their reception topics.	<b>Yr 1:</b> Our Island Home topic - extending fieldwork and map reading skills to wider area of UK <b>Yr 2:</b> local geography - further developing spatial sense and fieldwork skills, use of maps/plans and aerial photography in “Who do you think you are” topic.
<b>Autumn 2: An Island Home</b> <b>UK geography</b> - introduction to 4 countries of the UK <b>UK history:</b> Christmas traditions (brief intro to Victorian era)	<b>Geography</b> - Builds on map reading skills and fieldwork skills developed in “My school and Me” topic. <b>History</b> - builds on early understanding of chronology developed in previous topic.	<b>Yr 1:</b> developing map reading and other fieldwork skills in study of London and important landmarks as part of “Best of British” topic. <b>Yr 2:</b> UK geography - “Who do you think you are?” topic - developing fieldwork and geographical enquiry skills more detailed study of different regional areas of the UK. Physical and human geography - further developed in studying geography of Northern Europe in “Lands of Ice and Fire” topic.
<b>Spring 1: DIY Tools of the past</b> <b>British history</b> - changes in Britain from the Stone Age to the Iron Age.	Builds on early understanding of chronology developed as part of reception topics, e.g. pre-historic/dinosaurs. Further develops understanding of how we find out about periods of history following on from “My school and Me” topic.	<b>Yr 2:</b> History: further develop understanding of settlements and change over time through studying other aspects of British history - Romans in Britain (topic - Innovation and Legacy) and then Anglo-Saxons and Vikings (“Invaders: Raiders or Traders” topic)
<b>Spring 2: Around the world in 80 days</b> <b>World geography</b> - Including environment and sustainability <b>History</b> - significant events - history of early flight	Builds upon children’s understanding of animals and different habitats developed as part of their reception topics.	<b>Yr 1:</b> Our Beautiful Blue Planet - Physical geography - Extend learning about world habitats and environment (including conservation), e.g. more in-depth understanding of places around the world, and developing further understanding of patterns and processes and impact by people on these.
<b>Summer 1: Best of British</b> <b>British history</b> - medieval life and introducing the role of monarchy and concept of succession. <b>UK geography</b> - London, castles around UK	<b>History</b> - Builds on early understanding of chronology and timelines and comparing their live with others in different periods of history. <b>Geography</b> - Builds on UK geography, London and map skills in autumn term “Our Island Home” topic.	<b>Yr 3:</b> “Conflict-Resolution” and “Why Settle?” - extending chronological understanding and depth of historical knowledge of monarchy by the study of various British monarchs.
<b>Summer 2: Our Beautiful Blue Planet</b> <b>World geography</b> Including environment and sustainability	Builds on understanding of habitats from geography and science in “Around the world in 80 days” topic.	<b>Yr 2:</b> “Cradle of civilisation” - in-depth study of River Nile as a habitat. <b>Yr 3:</b> “Great Rivers of the East” - detailed study of rivers as a geographical process as well as a habitat.

Year Two		
Current Unit	Prior learning that this unit builds upon	Learning that this unit will lead on to
<p><b>Autumn 1: Cradle of civilisation</b>  <b>World history</b> - ancient Egypt  <b>World geography</b> - geography of the African continent  <b>Physical and human geography</b> - farming around River Nile</p>	<p><b>History</b> - builds on children’s chronological understanding from Yr 1 DIY tools of the past  <b>Geography</b> - fieldwork, map skills and use of atlases/globes - Yr 1 “Around the world in 80 days” and “Our Beautiful Blue Planet”.  Understanding of habitats and environment - using land/environment for farming.</p>	<p><b>Yr 3:</b> History - “Mythological Marvels” - develop understanding of impact of ancient civilisations through study of Ancient Greece and children’s understanding of contemporaneous eras.  <b>Yr 3:</b> Geography - “The Great Rivers of the East” - study of rivers - develop understanding of importance of relationship between rivers and settlements (including environmental issues and sustainability)</p>
<p><b>Autumn 2: Who do you think you are?</b>  <b>UK geography</b> - regional and cultural comparisons of 4 countries of the UK</p>	<p><b>Geography</b> - Builds on knowledge of local and UK geography, identity, spatial sense and fieldwork skills in Yr 1 topics “My school and Me”, “Our Island Home”, and “Best of British” topics.</p>	<p><b>Yr 3:</b> “Local Heroes” topic - detailed local area study - develop understanding of place (local area) geographical and fieldwork skills - geography and history focus.  <b>Yr 4:</b> UK regional geography “Waves of Change” with more in-depth study of regions of the UK.</p>
<p><b>Spring 1: Innovation and Legacy</b>  <b>European history</b> - Roman Empire  <b>British history</b> - Romans in Britain</p>	<p><b>History:</b> - builds on children’s chronological understanding from “Cradle of civilisation” and beginning understanding of British history from Yr 1 DIY: Tools of the past.  <b>Geography</b> - builds on map skills and use of atlases/globes from Yr 1 “topics to locate area of Roman Empire</p>	<p><b>Yr 2:</b> Further develop understanding of settlements in post-Roman Britain in “Invaders: Raiders or Traders” topic studying the Anglo-Saxons and the Vikings.  <b>Yr 3, 4 and 5:</b> Develop concepts of colonisation and empire when studying Elizabethan Era, British naval dominance, first American colonies and the growth of British Empire.</p>
<p><b>Spring 2: Lands of Ice and Fire</b>  <b>European geography</b> – Northern Europe (Nordic and Scandinavian countries)  <b>Physical geography and geographical processes</b> – weather and climate</p>	<p><b>Geography</b> - Builds on knowledge of UK geography from Yr 2 “Who do you think are topic” and some study of Europe linked to Roman Empire in “Innovation and Legacy”  Physical Geography builds on study of weather and early understanding of climate in Yr 1 science (seasons) and studying hot and cold climates in Yr1 geography “Around the World” topic</p>	<p><b>Yr 3:</b> European Geography - “Exploring Western Europe” topic - continue to develop understanding of the diversity of landscape and cultures within Europe.  <b>Yr 4:</b> Geography - continue to develop understanding of impact of climate.</p>
<p><b>Summer 1: Invaders: Raiders or Traders - Part 1</b>  <b>British history</b> – impact of Anglo-Saxons in post-Roman Britain</p>	<p><b>History:</b> Follows on from Yr 2 “Innovation and Legacy” topic and developing depth of understanding of British History with the impact of invaders and settlers after the Romans left and developing a sense of chronology of early British history.</p>	<p><b>Yr 2:</b> Further develop understanding and impact of settlers in UK with Part 2 of Invaders: Raiders or Traders and study of the Vikings</p>
<p><b>Summer 2: Invaders: Raiders or Traders - Part 2</b>  <b>British history</b> - the influence of Viking invasion and settlement.</p>	<p><b>History:</b> Follows on from Yr 2 “Invaders: Raiders or Traders part 1” topic and further develops depth of understanding of British History with the impact of invaders and settlers, and developing the chronology of British history up to 1066.</p>	<p><b>Yr 3:</b> British History post 1066 - “Conflict-Resolution” - further develop understanding of chronology of British history and the development of the monarchy in Tudor Britain  <b>Yr 6:</b> The understanding how immigration and settlement has changed Britain (Windrush topic)</p>

## Year Three

Current Unit	Prior learning that this unit builds upon	Learning that this unit will lead on to
<p><b>Autumn 1: Mythological Marvels</b>  <b>World history</b> - Ancient Greece and the impact of this on Western culture</p>	<p><b>History</b> - builds on children’s chronological understanding of Ancient civilisations and historical enquiry skills in Yr 2: Cradle of civilisation topic.</p>	<p><b>Yr 6:</b> continue to develop understanding of the impact of inventions, culture and various aspects or ancient civilisations when studying the Mayans, Incas and Aztecs “Ancient American Empires” topic</p>
<p><b>Autumn 2: Local Heroes</b>  <b>Local history study;</b> significant local individuals, continuity and change  <b>Local geography, including geographical processes</b> - change and development over time, including local river/canal</p>	<p><b>Local history study</b> - Builds on historical enquiry skills and changes within living memory developed in Yr 1 “My school and Me” topic.  <b>Local geography</b> - builds on local geographical knowledge, spatial sense and fieldwork skills in Yr 1 topic “My school and Me” and Yr 2 topic “Who do you think you are?”.</p>	<p><b>Yr 6:</b> British and local history - further develop understanding of continuity and change and the impact on our local area during key periods of British history (Industrial Revolution and WW2 topics)  <b>Yr 4:</b> Geography - Further developing detailed mapwork and orienteering skills, and enquiry into local environmental issue</p>
<p><b>Spring 1: Conflict-Resolution</b>  <b>British history</b> - War of the Roses, The Reformation and the Tudors</p>	<p><b>History</b> Builds on knowledge and understanding of British history in various Yr 2 topics (up to 1066) and role of Monarchy in Yr 1 “Best of British” topic.</p>	<p><b>Yr 3:</b> further develop chronological understanding of the line of succession in next topic “Exciting Explorations” with study of Elizabethan Era and end of the Tudor reign and compare life in Britain under the rule of the different monarchs.</p>
<p><b>Spring 2: Exciting Explorations</b>  <b>European geography</b> - Western Europe, settlements and populations  <b>British history</b> - Elizabethan era - monarchy and culture, exploration and British Naval dominance</p>	<p><b>Geography</b> - Builds on initial understanding of Europe as a continent with diverse places and cultures from Yr 2 “Lands of Ice and Fire” topic.  <b>History:</b> Follows on from Yr 3 “Conflict-Resolution” topic. Builds on chronological understanding and knowledge of British history and in particular Tudor monarchs.</p>	<p><b>Yr 4:</b> British History - build greater chronological understanding of British history, and in particular the line of succession and progression of the monarchy with the House of Stuart  <b>Yr 4:</b> European Geography - “Eurovision” topic - further develop understanding of the diversity of landscape and cultures within Europe.</p>
<p><b>Summer 1: Exploring Western Europe</b></p>	<p><b>European geography</b> – builds on study of Scandinavian countries in year 2 ‘Lands of Ice and Fire’ topic  <b>Includes some environmental geography</b> - Builds on understanding of habitats and conservation developed in Yr 1 Beautiful Blue Planet topic</p>	<p><b>European geography</b> – further developed in year 4 ‘Eurovision’ topic  <b>Environmental geography</b> - further developed as part of sustainability project in yr 4.</p>
<p><b>Summer 2: The Great Rivers of the East</b>  <b>World geography</b> - Asian continent, major rivers of the world.  <b>Physical geography and geographical processes</b> – rivers (including environmental issues)</p>	<p><b>Geography</b> - Builds on Yr 2 study of River Nile and importance of fertile land for farming and Yr 1 study of rivers as a habitat.</p>	<p><b>Yr 4 :</b> “Eurovision” - further explore impact of physical geography and human settlements around lowlands and river valleys of Eastern Europe.</p>

Year Four		
Current Unit	Prior learning that this unit builds upon	Learning that this unit will lead on to
<p><b>Autumn 2: Waves of Change</b>  <b>UK Geography:</b> geographical regions of the UK  <b>Physical geography and geographical processes:</b> coastal erosion and land use, including changes over time.  <b>British history:</b> Significant event - Gunpowder Plot</p>	<p><b>Geography:</b> builds on geographical knowledge of UK developed in KS1 including regional and cultural differences between four countries of the UK, key features and landmarks and an understanding of London and the other capital cities.  <b>Physical geography:</b> builds on learning about rivers in Yr 3, and physical processes of water-cycle and rocks, fossils and rock cycle  <b>History</b> - builds on concept of monarch and succession introduced in yr 1 and study of Elizabeth I in yr 3</p>	<p><b>Yr 5:</b> UK regional geography - more detailed study of regions of the UK including trade links, industry, natural resources etc. Physical geography further developed in learning about physical processes of mountain formation, volcanoes, earthquakes and climate.  <b>Yr 4 and Yr 5:</b> History - continue to develop understanding of the chronology and succession of British monarchy though study of other Stuart Monarchs, civil war and Georgians.</p>
<p><b>Autumn 2: A Kingdom United?</b>  <b>British History:</b> Charles I and the origins of the Civil War  <b>Geography:</b> Mapwork (including digital mapping, 8 points of compass, grid references and OS maps)</p>	<p><b>History</b> - builds on the chronological understanding of British history post 1066 and the knowledge and understanding of life under the rule of the Tudor monarchs (Yr 3) and House of Stuart at the time of the Gunpowder Plot.  <b>Geography</b> - Builds on fieldwork and map skills developed in previous years, including orienteering around local area and locating different types of settlements.</p>	<p><b>Yr 4:</b> History - further develop understanding the chronology and succession of British monarchy, continued in topic "Restorative Justice" and build on depth of understanding of the Great plague, the fire of London and the continuation of the House of Stuart Build on interpretations of history from different sources.  <b>Yr 5:</b> UK regional geography - more detailed study of regions of the UK including trade links, industry, natural resources etc.</p>
<p><b>Spring 1: Restorative Justice</b>  <b>British History:</b> The restoration of the House of Stuart, the Great Plague and the Fire of London.</p>	<p><b>History</b> - builds on the chronological understanding of British history post 1066, and the developing knowledge and understanding of the Civil War and life under the House of Stuart from the previous topics.</p>	<p><b>Yr 5:</b> History - continue chronological understanding of British history with life under different monarchs, including further developing understanding and comparisons of the lives of people with different status.</p>
<p><b>Spring 2: Constellation Exploration</b>  <b>History:</b> significant events - history of space travel</p>	<p><b>History</b> - builds on understanding of chronology developed in previous years and understanding of history of flight in studied in Yr 1 "Around the World in 80 days" topic.</p>	<p><b>Yr 6:</b> Further develop understanding of chronology and contemporaneous events during study of 20<sup>th</sup> century history incl post-war Britain</p>
<p><b>Summer 1: Eurovision</b>  <b>European geography:</b> Eastern Europe and Mediterranean Europe - climate (and its impact), landscape, settlements, including an in-depth study of two contrasting localities</p>	<p><b>Geography:</b> Builds on study of European countries in yrs 2 and 3, the study of rivers in yr 3 and the importance of rivers to the settlements along them and the understanding of the physical landscape of coastal locations developed in KS1 and learning about coastal erosion earlier in year 4.</p>	<p><b>Yr 6:</b> Geographical location of countries involved in WW2, in "Great Powers Collide" topic.</p>
<p><b>Summer 2 : Benin: A Lost Kingdom</b>  <b>World History</b> - study of African civilisation Combating misconception that Africans were 'uncivilised' when they were forcibly enslaved.</p>	<p><b>History</b> - follows on from Yr 2 learning about invaders and traders during study of Romans in Britain, Anglo-Saxons and Vikings, and Yr 3 study of Tudor period which is contemporaneous with Golden Age of Edo</p>	<p><b>Yr 4:</b> History - learning about first colonies in America and the Stuart period in Britain, including the beginnings of forced enslavement of Africans and the 'slave trade'  <b>Yr 5:</b> History, study of Georgian period in Britain, including rise of the British Empire and the 'slave trade' and the eventual abolition of slavery.</p>

Year Five		
Current Unit	Prior learning that this unit builds upon	Learning that this unit will lead on to
<p><b>Autumn 1: Rights and Responsibilities</b></p> <p><b>British History:</b> 18<sup>th</sup> Century Britain - The Jacobite rebellion and the succession to the Georgians</p>	<p><b>History</b> - follows on from Yr 4 topics about the House of Stuart and the attempt to form a political union between England and Scotland. Builds on concepts of monarch and succession developed in previous years and understanding of conflict between protestants and Catholics developed in study of Reformation (Yr 3), the Gunpowder Plot and Civil War (Yr 4).</p>	<p><b>Yr 5:</b> History - further develop understanding of life in Britain during the 18<sup>th</sup> century under different monarchs in, including the rise of the British Empire and impact on the freedom of different people depending on their status, the class system etc.</p>
<p><b>Autumn 2: Rule Britannia</b></p> <p><b>British History:</b> - How did Britain gain an empire? The growth in global trade in Georgian Britain, including the impact of the 'slave trade'</p>	<p><b>History</b> - builds on the chronological understanding of British history post 1066, and the line of succession of British Monarchs. Further develops understanding of importance of British Navy from Yr 3 topic "Exciting Explorations"</p>	<p><b>Yr 5:</b> History - further develop understanding of empire, global trade and 'slave trade' during study of French and American revolutions and learning about the abolition of slavery.</p> <p><b>Yr 6:</b> History - develop understanding of growth of British Empire under Queen Victoria, growth of trade and industry, and social and economic impact of this during study of the Industrial Revolution</p>
<p><b>Spring 1: Progress</b></p> <p><b>World history:</b> - French and American Revolutions. The abolition of the slave trade in America and the British Empire.</p> <p><b>UK regional geography:</b> Western England (incl study of Bristol) - economic characteristics and development</p>	<p><b>History</b> - builds on understanding of empire, colonialism, and how historically people have been treated differently dependent on their status. Builds on the concepts of rights and responsibilities and individual freedom.</p> <p><b>Geography</b> - builds on geographical knowledge of UK developed in KS1 and the more detailed study of South East and South West regions of England in year 4.</p>	<p><b>Yr 6:</b> History - further develop understanding of rights, responsibilities, noting connections over time between class, status etc.</p> <p><b>Yr 6:</b> UK regional geography - comparison of trade, industry, transportation and natural resources in regions of UK.</p>
<p><b>Spring 2: Discovery</b></p> <p><b>World Geography:</b> Australia, New Zealand and the South Pacific: geographical diversity of landscapes, indigenous populations and culture. Links to exploration and colonisation.</p>	<p><b>Geography</b> - follows on from Yr 3 learning about the diversity of the Asian continent, and Yr 4 about the diversity of Europe. Builds on understanding of trade and the economic development of places. Links to previous topics history learning about the development of the British Empire.</p>	<p><b>Yr 6:</b> Geography - The Americas - further develop understanding of diversity of people and place, including cultural and historical understanding, e.g. through study of indigenous people of an area, linking to impact of empire and colonialism.</p>
<p><b>Summer 1: The Golden Age of Islam</b></p> <p><b>World history:</b> Spread of Islam, development of Islamic civilisation and impact of the achievements of the Islamic age.</p>	<p><b>History:</b> Builds on understanding of chronology and contemporaneous periods (e.g. comparisons between life in Baghdad in 900CE and Saxon England as studied in Yr 2) Also builds on understanding of empire and growing trade links between countries.</p>	<p><b>Yr 6:</b> History - make comparisons with learning from other periods in history, including emphasis on impact of achievements on future generations (e.g. art, culture, inventions)</p>
<p><b>Summer 2: Geology Rocks</b></p> <p><b>Physical geography:</b> key mountain ranges and volcanoes around the world. Physical process of mountain formation, volcanoes and earthquakes.</p>	<p><b>Geography:</b> Builds on understanding of the different continents of the world, the physical features of these, and the fieldwork and mapping skills needed to locate and identify them.</p>	<p><b>Yr 6 :</b> Geography - The Americas - apply understanding of physical process of how mountains are formed to mountain ranges in North and South America. Develop fieldwork skills to locate mountains and create topographical maps of these areas.</p>

## Year Six

Current Unit	Prior learning that this unit builds upon	Learning that this unit will lead on to
<p><b>Autumn 1: Industrial Revolution</b>  <b>British history:</b> Victorian Era - Economic and Imperial growth, the Industrial Revolution and the demographic and social impact of this.  <b>UK geography:</b> locate cities and areas of the Industrial Revolution, identifying industry and transport links, including changes over time.</p>	<p><b>History</b> - follows on from Yr 5 learning about the British Empire, Georgian Britain and the growth of trade and Yr 3 local history study highlighting growth of industry in local area.  <b>Geography</b> - builds on understanding of different regions of the UK studied in year 4 and 5, looking at industry, trade, transportation and natural resources in these areas. Also builds on local geography study in yr 3.</p>	<p><b>Yr 6:</b> History - further develop understanding of social and political reform caused by the Industrial Revolution. Develop use of different sources of historical information and understanding of various interpretations of history.            Develop understanding the chronology of the 19<sup>th</sup> and 20<sup>th</sup> centuries and the significant social changes within this period.</p>
<p><b>Autumn 2: Votes for Women!</b>  <b>British history:</b> Significant events - focussed study of the Women's Suffrage Movement.</p>	<p><b>History</b> - Builds on understanding of changes brought about by Industrial Revolution and social and political reform of the Victorian era.</p>	<p><b>Yr 6:</b> Humanities and PHSE - more in-depth understanding of values such as democracy, impact of status, class etc on power, themes of human rights, freedoms etc.</p>
<p><b>Spring 1: Great Powers Collide</b>  <b>British and European history:</b> significant events - focussed study of World War II  <b>European geography:</b> mapwork - explore areas that were occupied during the war</p>	<p><b>History:</b> Builds on understanding of how to use different sources of historical information and understanding of various interpretations of history.  <b>Geography:</b> understanding of the geography of Europe as studied in years 3 and 4.</p>	<p><b>Yr 6:</b> PHSE/Humanities - more in-depth understanding of values such as respect, diversity, liberty etc.            History - develop understanding of life in post-war Britain during "Welcome to Britain" topic.</p>
<p><b>Spring 2: Welcome to Britain</b>  <b>British history:</b> Windrush - post war migration (case study)  <b>World geography:</b> Caribbean - culture and diversity</p>	<p><b>History:</b> Builds on understanding of the impact of WW2 and understanding of the British Empire (in particular the Caribbean) and the abolition of slavery.  <b>Geography:</b> understanding of the diversity of people and places developed in previous years.</p>	<p><b>Yr 6:</b> PHSE/Humanities - more in-depth understanding of values such as respect, diversity, liberty etc.</p>
<p><b>Summer 1: The Americas</b>  <b>World geography</b> - USA, Canada, Mexico, Central and South America (incl islands) – including geographical processes (human and physical)</p>	<p><b>Geography</b> - builds on fieldwork and map skills developed in previous years, interpreting mapping of an area. Understanding of diversity of place and people around the world, knowledge of rivers, valleys, mountains and physical land formation processes, beginning to understand the impact of economic development.</p>	<p><b>Yr 6:</b> Geography - further develop geographical recording, e.g. in variety of maps.</p>
<p><b>Summer 2: Ancient American Empires</b>  <b>World history:</b> Ancient Civilisations (Mayan, Inca and Aztecs).</p>	<p><b>History</b> - builds on understanding of other ancient civilisations studied (including chronological understanding of contemporaneous periods) and how we use archaeological evidence to find out about them.</p>	<p>PHSE/ Humanities - more in-depth understanding of values such as respect, diversity, liberty etc.            History - make comparisons with learning from other periods in history with emphasis on colonialization and empires.</p>