

The Highfield Humanities Curriculum

Year	History	Geography
EYFS	<p>Develop chronological understanding/Past and Present: Place objects/events in order and explain that some objects belonged to the past. Talk about significant events in own life and own family. Use words and phrases like: old, new and a long time ago. Recognise that some objects belonged to the past. Spot old and new things in a picture. Ask and answer questions about old and new objects. <i>Multiculturalism: Celebrate diversity of children in class and at Highfield.</i></p>	<p>Begin to understand different ways of life. Comment and ask questions about where they live. Describe the weather. Observe seasonal changes. Describe similarities, differences, patterns and change. Talk about my immediate environment and how environments might vary from one another. <i><u>Nursery</u> - Talk about my immediate environment – exploring the school and its grounds.</i> <i><u>Reception</u> - Talk about my immediate environment and how environments might vary from one another (Sainsbury’s Trips and Firs Farm Wetlands).</i></p>
Year 1	<p>Changes within living memory – personal timelines. Explain how you have changed since you were born. Sequence a set of events in chronological order and give reasons for the order Compare how things in their life are different to when their parents and their grandparents were their age. <i>Develop questionnaire (c.f. English) for someone their own age & older – parent/grandparent</i></p> <p><i>Multiculturalism: Celebrate multi-culturalism of U.K., London and our school. Migration to London/U.K. – share local & family stories and histories.</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Find where you live on a map of the United Kingdom and know your address. <i>Oliver Jeffers – The Way Back Home</i></p>
	<p>Identify similarities and differences between ways of life in the past and today in the local area. How has Winchmore Hill/Enfield changed over time? <i>Link with invention of railways Stevenson’s Rocket, & opening of Winchmore Hill train station/history of transport in local area/history of Highfield School and what school was like in the past.</i></p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map – <i>Local Fieldwork - Mapping the different habitats in the school grounds.</i></p>
	<p>What is an explorer? <i>Link to Geography – Begin to learn about the continents and exploration of the polar regions:</i> Marco Polo Isabella Bird Gertrude Bell</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Oceans and Seas: Learn about the 5 oceans of the world (and introduce the continents). Compare Atlantic and Pacific Oceans. Explore key physical features of</p>

	<p>Polar Explorers: Ernest Shackleton Captain Scott Ranulph Fiennes Ann Bancroft</p>	<p>oceans such as reef systems, light zones, ocean habitats and links to temperature, climate change and pollution. <i>Manfish – Jacques Cousteau</i> Introduce Darwin and the Galapagos Islands.</p>
Year 2	<p>Develop chronological understanding: Events beyond living memory that are significant nationally and globally: Remembrance Day and how this anniversary is commemorated and the Great Fire of London – How did this shape modern London? <i>Black History– Remembrance Day – Contribution of BAME people from across the Commonwealth in WW1 and WW2.</i></p>	<p>Name, locate and discover the world’s seven continents (and review five oceans) using world maps, atlas’s and globes. Introduce main biomes of the world. 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. ‘Linked by the Atlantic’ –compare and contrast areas of the Gambia and the UK - the floodplain of the Gambia River and the River Thames. Introduce different settlement types – villages, towns & cities and focus on settlement by rivers – London and Banjul, urban/rural populations and the challenges of growing cities., climate, transportation, economy, tourism.</p>
	<p>Research and explore the lives of significant individuals in the past who have contributed to national and international achievements to compare aspects of life in different periods. Explain how some people have helped us to have better lives: Florence Nightingale and Mary Seacole. Discuss the founding of the NHS and compare and explore the contributions made by the Windrush generation and nurses to the health system of England post World War 2. Link to the NHS today. <i>Black History – the Windrush generation and the NHS</i></p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <i>Use fieldwork and observational skills to study the Geography of the school grounds and local area. (Taking plan perspective photographs of the local roads/ river/ area. Children to use a map to get to the different locations.)</i> Use basic G vocabulary to refer to key physical & human features</p>
		<p>What is agriculture? HEP Arable farming Pastoral farming How does farming change the landscape? How does our food affect farming? Revisit the Gambia - agriculture subsistence farming, cash crops and adapting to climate change (including irrigation)</p>
Year 3	<p>Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century) Changes in Britain from the Stone Age to the Iron Age HEP How did people find food and live together before farming?</p>	<p>Name & locate counties & cities of UK, geographical regions, human & physical characteristics & key topographical features and land –use patterns; and understand how some of these aspects have changed over time.</p>

	<p>Stone Age: Hunter-gatherers, Early Farmers Bronze Age: Religion, Technology, Travel Iron Age: Hill forts, Tribal kingdoms, Farming, Art and Culture</p>	
	<p>Use a timeline within a specific time in history to set out the order things may have happened Cradles of Civilisation HEP – First big settlements and cities in the Middle East. Mesopotamia – the land between two rivers. (+ Reference to the Shang Dynasty and Indus Valley). Review importance of rivers for early settlement and civilisations. <i>Multiculturalism: The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction.</i> Begin study of Ancient Egypt and the River Nile.</p>	<p>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 maps, atlases, globes and digital/computer mapping to locate countries and describe their features. Coastal processes (erosion, transportation & deposition) and landforms. HEP Jurassic coast, including significance of its rocks and fossils.</p>
	<p>Achievements of the earliest civilisations - Ancient Egypt –HEP depth study Archaeology – How do we find out about the past? Create an archaeological dig/explore the profession</p>	<p>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 maps, atlases, globes and digital/computer mapping to locate countries and describe their features Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the Bay of Bengal. <i>Children to walk to Winchmore Hill train station to catch the train for their school trip. After going on their school trip children to make a map of the short route experienced, with features in the correct order. Children to use standard symbols and a key. Discuss the different types of land use observed and how these would be represented on a map</i></p>
Year 4	<p>Ancient Rome HEP Develop chronological understanding: timelines Plot history on a timeline using centuries Foundation myths, wars & development Roman Republic, myths, legends & religion. Roman politics & government Roman society & culture End of Egyptian civilisation. <i>Black History – the Multicultural Roman Empire</i></p>	<p>European theme – Focus on Mediterranean countries and regions HEP Environmental regions, key physical & human characteristics, countries & major cities, Mediterranean & temperate climate (UK), biomes & vegetation belts, human use of resources – food/water/materials, land settlement, tourism. Begin looking at rivers. Italy.</p>
	<p>Roman Britain HEP Ancient Britons, Claudius and invasion. Rebellions – Boudicca. Hadrian’s Wall, Aquae Sulis. How Roman was Roman Britain? Collapse of Roman rule in Britain, impact on Britain incl. legacy – eg roads, sanitation, aqueducts</p>	<p>Volcanoes HEP & Earthquakes – (human & physical G of a region in a European country - Italy) Structure of the Earth. Tectonic plates – California & the San Andreas fault. eg Mt Etna - Sicily, (with reference to Vesuvius, Pompeii/Herculenum). Link to settlements – Why do people still live near volcanoes?</p>

	<p><i>Black History –Roman Britain - The Ivory Bangle Lady, the Aurelian Moors.</i></p> <p>Britain’s Settlement by Anglo-Saxons & Scots <i>HEP</i> including Roman withdrawal from Britain & fall of the Western Roman Empire. Anglo-Saxon migrants & kingdoms. Arrival of Christianity. Archaeology – Sutton Hoo.</p>	<p>Compare to a region in the UK (Sicily – settlement around Mt Etna and Wales - Snowdonia). Tourism.</p> <p>Local area fieldwork – <i>observe, measure & record human & physical features incl sketch maps, plans & graphs & digital technologies.</i> <i>Use 8 points of a compass for direction and 6-figure grid references of Ordnance Survey maps to build their knowledge of the United Kingdom</i> <i>Count the number of people using different areas of the park – link to data handling in maths.</i></p> <p>The Water Cycle. Make a biome in a bag</p>
Year 5	<p>The Viking & Anglo-Saxon struggle for England Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Viking navigation & Scandinavian settlements. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.</p> <p><i>Black History: Viking-era slavery, The Trans-Atlantic slave trade & abolition, Ignatius Sancho, Olaudah Equiano</i></p>	<p>Oceans <u>Locational knowledge:</u> Position & significance of longitude, latitude, equator, hemispheres, tropics, Arctic & Antarctic. The Prime/Greenwich Meridian & time zones. Use maps, atlases, digital images etc</p> <p><u>Oceans & seas:</u> Review & extend knowledge of the 5 oceans. Oceans & global climate, trade, transport, food, tourism, climate change. Marine biomes. <i>Children to draw thematic or sketch map to show route to Woodcroft.</i> <i>Include symbols and a key. Create grid references for their map</i></p>
	<p>Ancient Greece <i>HEP</i> Develop chronological understanding: timelines Draw a timeline with different time periods outlined showing different information (eg periods of history, when famous people lived etc). Briefly study Ancient Persia and its empire to set the scene. Greek city states inc. Sparta and Athens, Greco-Persian wars. Athenian democracy and empire. Ancient Greece – culture and learning, religion, language and thought.</p>	<p>North & South America <i>HEP</i> Population distribution (across world, then focus on N&S America). Megacities. Urban-rural migration. Favelas & stereotypes. Human and Physical features of a region – economic activity and trade links, distribution of natural resources. Farming, air trade and globalisation – coffee, chocolate etc</p>
	<p>Ancient Greece <i>HEP</i> Alexander the Great Revisit Egypt under the Ptolemy family Greece and Egypt – where do they converge? Rise and fall of empires. Revisit Ancient Rome – how Roman myths built on Greek myths. Legacy of Greek culture on later periods in British History</p>	<p>North & South America <i>HEP</i> Amazon basin region: Rainforest eco-system, relationship to climate, living in the rainforest, deforestation , human settlement, economy, population distribution & movement. California – (review structure of the Earth) use of natural resources. How is climate change affecting California?</p>
Year 6	<p>London through time</p>	<p>Mountains and rivers– <i>HEP</i> incl. local fieldwork River Lea/New River & contrasting river study.</p>

	<p>Place features of historical events and people from the past in an appropriate chronological framework Tudor London, Shakespeare's globe 17th Century (re-visit Pepys, plague, fire and rebuilding London) London & the world: How has London linked with civilisations throughout the world? (trade, culture, migration, language, religion)</p> <p><i>Black History: Black and British – John Blanke – Henry VIII's trumpeter - in the past were British people more respectful and progressive towards foreigners than they are today? Post WW1 and the 1919 race riots.</i></p>	<p>Mountains, formation, climate, location - Briefly review the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle Review mountain formation & composition of the Earth. Mountain ranges - UK mountainous regions – Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Worldwide ranges – including the Himalayas, famous mountains – the 7 summits. Famous mountaineers – Tenzing Norgay and Sir Edmund Hilary (Hilary & team practised on Snowdon) Famous rivers of the world including the Indus, Ganges, Yangtze, Brahmaputra, Mekong, Irrawaddy River, and Yellow River which have their sources in the Himalayas. Glacial retreat. <i>Local fieldwork River Lea/New River & contrasting river study. RGS Rivers fieldwork. Collect data and link to data handling in maths.</i></p>
	<p>London in World War II (including the Battle of Britain 1940 (sig, turning point in British history) & effect on local area. Diverse communities involved in war. <i>Black History: Rebuilding London and re-visit the Windrush generation, settlement in London, Race Relations Acts up to the present day, justice & rights, discrimination, David Pitt & Diane Abbott.</i></p>	<p>Compare 3 contrasting regions: Mediterranean, Amazon basin, (or California) and London Using key themes of: Land use and natural resources (sustainability and climate change) Tourism and migration (ethical questions, values and attitudes). Greta Thunberg and the School Strike movement. Include geographical data.</p>
	<p>Mayan Civilisation c.AD900 Ancient civilisations in the Americas. Mayan civilisation. How did land and climate shape cultures? How did cultures shape the land?</p>	

HEP – Supporting materials available from Haringey Education Partnership

Substantive Content

Highfield's humanities curriculum is ambitiously broad in scope, meeting and exceeding the demands of the National Curriculum, for example, the KS2 NC requirement to produce a comparison across three regions is structured to ensure that pupils gain, over their time in school, an in-depth knowledge of diverse reference points on which to draw from across the world, from California and the Amazon Basin, to the Mediterranean to Wales and London, to the Indus Valley + the coastal communities of the Indian Ocean, (with further underpinning from the historical dimensions of these places). It is meticulous in rigour (responsive to up-date scholarship in history, geography and current questions

being pursued and the insights of scholars in these fields, with due regard for what scholars can be certain about and what remains informed conjecture and imaginative reconstruction from the relics and records the past leaves behind). It is highly coherent (intricate links have been built within and across subjects and very carefully sequenced, so that pupils' ability to build a comparison and reach a critical judgement, say, across sustainable use of natural resources or the impact on climate change, by Year 5, will have been served by the repeated and explicit focus on all the foundational geographical knowledge that serves informed understanding of climate change/resource use – the role of rainforests, the behaviour of oceans, the impact of land use).

Disciplinary Content

In studying **geography** as a discipline, pupils will:

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems; communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In studying **history** as a discipline, pupils will:

Use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
Practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Supporting literacy

As with all subjects in the curriculum, the humanities provide the powerful knowledge that, if thoroughly and securely taught, builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. We know that pupils only read with the speed necessary for fluency when they have adequate prototypes for abstract words and phrases, and when their densely structured schemata allow them to 'chunk' the incoming text for meaning. Vocabulary size is the outward sign of the inward acquisition of knowledge.

Moreover, the types of account that form each subject's processes and products – its narratives, analyses, arguments – give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Pupils reading and writing will always be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose.

Every history and geography lesson is therefore a lesson playing a central part in improving reading, even when a text is not actually being read! And the range of reading pupils do in these lessons will be extensive. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned that vocabulary acquisition.

The emphasis on values that threads through the Highfield curriculum is very clear.

Given that they uniquely address the study of humans in society through time and their interaction with the planet, the humanities subjects provide distinctive contributions to pupils' overall education. These subjects provide the knowledge, skills and dispositions for pupils to: thrive through informed curiosity about the world; view human challenges, quests and achievements through the lens of the long traditions that have shaped them; think critically about how to change the world for the common good; gain the language and concepts to notice, question and challenge how power works in society, bringing about inequalities and suffering; understand and value the diverse experiences and contributions of others who may be very different from themselves; enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves; understand the power of learned communities working collaboratively to seek truth in their claims about the world; gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world; build strong standards of truth about the conditions under which valid claims can be made about the world, society and culture. Appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity. It is through a rigorous focus on scope, rigour, coherence and sequencing that these are secured for all pupils.

Major themes:

Climate change (understanding it and being prompted to responsible action on various scales)

Scope: the overall geography programme builds a comprehensive knowledge base for ensuring that pupils are in a position to understand the problem geographically and scientifically and draws directly on specific knowledge in the science curriculum. In each year pupils come at this issue from many angles – rain forests, oceans, climate, land use, human interaction with resources and sustainability are addressed again and again, in contrasting regions of the globe, until the more sophisticated problem-solving and enquiries pupils will undertake in Year 6 are based on very firm foundations of pupil knowledge, interest and motivation.

Coherence: the overall geography programme ensures that pupils' encounters with themes pertinent to climate change are not random and complement each other explicitly; moreover, the additional knowledge pupils gain about human action, human exploitation of other humans and the land, beliefs associated with resources and the land, ensures that pupils gain a rich sense of period and sense of place that makes the study of

those regions of the globe where climate change is most visible or being accelerated is not superficial, forgettable and abstract, but richly memorable in its visual colour and stories of human interaction (eg Antarctic, Amazon basin, various tourist areas, immediate local references)

Rigour: understanding climate change needs geography, science and mathematical knowledge; pupils will understand how geographical data has shown us climate change at work, how specifically geographical questions have shaped enquiries which help geographers to gain the new knowledge that they need to establish the causes, pace and effects of climate change, how patterns of interaction and interdependence make bad habits hard to break and what geographical thinking can do to help us tackle this.

Sequencing: each new geographical issue or topic builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to act for climate change is powerful.

Multi-culturalism (understanding its origins, valuing the multiple contributions, contributing positively to harmonious diverse communities)

Scope: multi-culturalism, across the globe, and especially in Britain. The study of ancient civilisations is fundamental to understanding what unites rather than divides us. The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction. The very strong central thread of Multi-cultural Britain is woven throughout the history programmes, so that by Year 6, sophisticated studies of the diversity of London is possible. Black British History is embedded within the curriculum to address marginalisation and enable children to better understand and challenge racism and misrepresentation.

Coherence: the temporal and geographical dimensions are carefully taught so that pupils can see the bigger picture and respect complexity in their enquiries.

Rigour: we learn more about multi-culturalism – understand it better and raise better and better questions about how to value it and how to combat challenges to it by learning to ask distinctively historical questions, geographical questions, philosophical questions, etc.

Sequencing: each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to protect, nurture and value multi-cultural societies has very strong roots in knowledge and in disciplinary thinking.

Social injustice (hearing the voices of the disadvantaged, the marginalised and oppressed; understanding how power works; challenging exploitation and injustice)

Scope: the history topics are socially broad, all types of people are giving voice, made visible and understood in the context of the wider power structures and ideas that affected how they lived. Examples of the disadvantaged and oppressed are extensive with very particular case studies

used to deepen knowledge, combat stereotypes and think through problem-solving solutions in the past and possibilities for the future, for example, in geography, the study of the favelas in Brazil, in history the study of the poor in the societies covered and a constant return to London so that the local impact of global trends and shifts is surfaced, with its consequences for diverse peoples.

Coherence: the above links up within and across subjects. By understanding the context of South America, the reasons why settlements grow, the patterns of power and land-use, pupils have a huge amount of knowledge to draw on when they reach their study of how and why the favelas emerged, why stereotypes emerge and why they are damaging and the possibilities for improvement through empowerment.

Rigour: good historical and geographical questions will foreground the causes, consequences, patterns of change, significance and diversity within communities that were oppressed and marginalised within the past. Pupils will learn how to interrogate diverse sources of evidence and to understand that a central challenge for historians is to render past suffering visible, when very often the poor leave far fewer traces behind them in buildings, art and writings, than the wealthy.

Sequencing: each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about disadvantage, power imbalances and suffering, and ways of making claims about these things with rigour, leaves pupils with better questions, more curiosity and more intellectual tools with which to act.