



## GNSA Primary Humanities Overview

|               | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
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| <b>Rec</b>    | <p><b>The Past and Present - History</b><br/>Children will talk about how they have changed as they have grown and their family structure. They will access History through traditional tales and learn about different lifestyles in the past. They will start to talk about past events with weekend news.</p> <p><b>People, Cultures and Communities - Geography</b><br/>Children will learn about how to navigate around the school. They will compare their families and homes to their peers and look at the use of household objects. They will learn about people who help us in school.</p> | <p><b>The Past and Present - History</b><br/>Children will look at changes in transport, clothes and activities from the past to now while learning about different cultures. They will understand the significance of Remembrance Day and Bonfire Night. They will learn about how religious days have been celebrated over time.</p> <p><b>People, Cultures and Communities - Geography</b><br/>Pupils will learn about different cultures including what country they are from, their traditions, food, dress and way of life. They will compare these to their own. Children will make simple maps of the classroom and draw representations of different homes around the world. Pupils will learn about different modes of transport and when we would use them. They will study different religious events and how they are celebrated.</p> | <p><b>The Past and Present - History</b><br/>Children will learn about pirates and what they were like. They will learn about dinosaurs, fossils and the role of archaeologists and palaeontologists in finding them.</p> <p><b>People, Cultures and Communities - Geography</b><br/>Children will learn about the life of astronauts and how they survive in space. They will talk about stranger danger. They will learn about people who help us if we are lost or near the water.</p> | <p><b>The Past and Present - History</b><br/>Children will identify changes to people, animals and plants over time. They will learn about time progression through the seasons and months of the year.</p> <p><b>People, Cultures and Communities - Geography</b><br/>Children will learn about people who help us as we grow: doctors, nurses, dentists, firefighters. They will learn about gardeners and their role in looking after the planet. They will also discover the roles of farms and where their food comes from, creating simple maps of a farm. They will compare healthy and unhealthy food.</p> | <p><b>The Past and Present - History</b><br/>Children will learn about cooking through time and how it has changed. They will learn about the past through the settings of stories, building on the beginning of the year. They will learn about how fantasy creatures and jobs have changed over time.</p> <p><b>People, Cultures and Communities - Geography</b><br/>Children will learn about how celebrations such as birthdays happen around the world. They will learn about different jobs and roles in the home as well as think about what they want to be when they grow up.</p> | <p><b>The Past and Present - History</b><br/>The children will learn about extinct animals and what has happened to them. They will learn about the past through the setting of stories and their characters.</p> <p><b>People, Cultures and Communities - Geography</b><br/>Children will learn about zoos and the role of zookeepers and vets. They will learn about different countries through their animals and their habitats. They will compare different landscapes to the United Kingdom.</p> |
| <b>Year 1</b> | <p><b>History</b></p> <p><b>My Family History</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children discuss where their families have come from. They learn about what life was like in their grandparent's time and compare it to their own (schools, toys, houses, belongings).</p>   | <p><b>Geography</b></p> <p><b>Where do I live?</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will talk about the local area and its features, including where the children live as well as the shape and features of the school building and grounds. They will think about the city they live in.</p>  | <p><b>History</b></p> <p><b>Great Explorers</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children learn about different explorers, thinking about their discoveries and their impact on the world before deciding who was the greatest adventurer and why.</p>   | <p><b>Geography</b></p> <p><b>At the Farm</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children learn where their food comes from, the different types of farms, how things change through the season and will also develop their map skills through a lesson on farm features.</p>   | <p><b>History</b></p> <p><b>The Great Fire of London</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Pupils will understand what the significant event was and how it happened. They will look at the main ways it affected London and changed society as well as what the monarchy's response to it was.</p>  | <p><b>Geography</b></p> <p><b>Around the United Kingdom</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children learn about the four countries in the UK and their location. They will look at the capital cities and what the weather is like in different parts of the UK at different times of the year. They will also learn about key human and physical features of each country.</p>   |
| <b>Year 2</b> | <p><b>History</b></p> <p><b>The Gunpowder Plot</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will learn about the political situation at the time including the role of religion and the monarchy. Then they will discover why the plot happened, who was involved and what happened as a result.</p>   | <p><b>Geography</b></p> <p><b>Me and My World</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children learn about the location of continents and the UK's position in the world. Children will also learn about the weather difference between the poles and the equator, where the oceans of the world are and will compare the UK to a European country e.g. France.</p>  | <p><b>History</b></p> <p><b>Florence Nightingale and Mary Seacole</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will learn about both individuals, their backgrounds as well as their role and contributions to nursing. Children will compare what happened to them both after the wars. They will then decide who had a bigger contribution and also why Florence Nightingale is more well-known than Mary Seacole.</p>                            | <p><b>Geography</b></p> <p><b>Seas and Coasts</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will recap the oceans of the world and learn about the locations of the seas and coastline around the UK. Children develop their map skills by looking at photos and maps of the human and physical geography of a coastline before thinking about the dangers to it (erosion).</p>   | <p><b>History</b></p> <p><b>Windsor Castle</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will focus on Windsor castle as their local area topic and learn about its history. They will think about why it was built, how it was different to previous castles and how its role has changed over time. They will also discuss which monarchs have been linked to it.</p>   | <p><b>Geography</b></p> <p><b>Let's Go On Safari (Kenya)</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will learn about the features of Kenya including its climate, culture, places of interest and animals as well as identifying it on a world map. Children will then compare it to the UK thinking about similarities and differences.</p>   |
| <b>Year 3</b> | <p><b>History</b></p> <p><b>Prehistoric Britain</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children learn about key developments in early humans from the Stone Age, to the Bronze Age and the Iron Age. Children have the chance to learn about key artefacts and discover how we know about the past. They will identify the key changes in each period and be able to explain which one made the most</p>  | <p><b>Geography</b></p> <p><b>United Kingdom</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>The children will develop their understanding of the UK. They will learn about the counties in the UK (including their locations and features), key cities and features. The children will be able to focus on a particular area and look at the human and physical geography as well as the changes over time. They will look at land</p>  | <p><b>History</b></p> <p><b>Ancient Egypt</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will learn about the time period of the Egyptians, their culture, lifestyles and beliefs. They will learn about their buildings and inventions as well as their legacy. They will also learn about the societal structure and the importance of the Nile to their civilisation. Children should also learn</p>   | <p><b>Geography</b></p> <p><b>Climate and Weather</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will look at the world and think about the location of different climates and biomes. They will discover why the weather is different depending on what area you are in and will link this to key lines of latitude. The children will have the opportunity to discuss extreme weather and its effects as well as understand and compare biomes</p>   | <p><b>History</b></p> <p><b>Medicine since 1066</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children will learn about what people believed about illnesses, learn about the Black Death and why it was fatal, compare operations from the Victorian times to modern day, look at how remedies and doctors have changed over time and explain why we have longer life spans now. This will form the foundation</p>  | <p><b>Geography</b></p> <p><b>What is life like in the Amazon Rainforest?</b><br/><a href="#">Big Picture</a><br/><a href="#">Knowledge Map</a><br/>Children learn about the location of the rainforest and its different features. They think about the climate, the animals that live there and the layers. The children will have the chance to discuss how people use the rainforest as part of their lifestyles before using maps to uncover how it is being destroyed, why and what effect</p>   |

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|        | advancements and why. They should learn how bronze and iron changed people’s lives.   | use in the UK and how it has changed over time. The topic will provide a lot of opportunities to develop map skills.  | about Egypt’s links to Greece through trade and travel and make comparisons to Britain during Prehistoric times.   | thinking about how weather affects life there.  | of knowledge needed in Secondary and will build on children’s understanding of medicine from previous topics.  | that has.  |
| Year 4 | <b>History</b>  | <b>Geography</b>  | <b>History</b>   | <b>Geography</b>  | <b>History</b>   | <b>Geography</b>   |
|        | <b>Roman Britain</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children should learn about life in Roman Britain, how the Romans came from different areas of the globe and why, including learning about the expansion of the Roman Empire. They will study important sites - such as St Albans or Hadrian’s Wall. They will think about why the Romans settled, the role and structure of the army and Roman culture. Children should be able to explain what developments happened from the Iron Age to Roman times and compare the Romans to Ancient Egypt. The children should have the chance to look at and engage with different historical sources.   | <b>Our European Neighbours</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will be able to locate Europe and discuss its features such as environmental regions (climates and biomes). They will look at the location of key countries and capital cities in Europe. The children will then focus on one European country and draw comparisons between it and the UK thinking about the human and physical features of that country. The topic will provide a lot of opportunities to develop map skills.   | <b>Ancient Greece and its Influences</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will learn about Ancient Greece and its timescale. They will discover their culture and legacy or influences, thinking about democracy, theatres, medicine and the armies. They will look at key sites, how their society was structured and what happened to them.   | <b>Extreme Earth</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will focus on earthquakes and volcanoes and learn, through maps, the location of them. They will look at the role of fault lines in natural disasters and discover what the ring of fire is. They will learn what happens during an earthquake and a volcanic eruption, what the aftermath of them are for the people who live there and why people still live in those areas.   | <b>Crime and Punishment</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children are to learn about the developments of crime and punishment since 1066 in Britain and think about whether the punishment has always fitted the crime. They will learn about the witch trials, ending of capital punishment, the introduction of the police force and developments of prisons.  | <b>Where do our things come from?</b><br><a href="#">Knowledge Map</a><br>Children will have the chance to learn about jobs in different sectors and how their parents earn money. They will think about the different industries in the UK with a focus on land use over time. They will learn how different areas specialise in different produce depending on the land. They will then think about how the goods are exported and where they go. The children will learn about importation as well as what a supply chain is. They will be able to discuss fair trade, what it is and why it is important. Finally, they will also look at the distribution of natural resources.             |
| Year 5 | <b>History</b>  | <b>Geography</b>  | <b>History</b>   | <b>Geography</b>  | <b>History</b>   | <b>Geography</b>   |
|        | <b>Anglo Saxons and the Scots</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will learn about the backgrounds of the Anglo Saxons and the Scots (where they came from and why they invaded) and when they happened on a timeline. They will look at where they settled and why they wanted to come to Britain. The children will learn about their different cultures, art and lifestyles as well as some of their enduring legacies (e.g. the myth of King Arthur/Beowulf). The children will learn about key historical sites and writings e.g. Sutton Hoo and Bede, and what this tells us about their history. They will also learn about how Britain was split up into different kingdoms e.g. Mercia and Northumbria, and ruled separately. Children will be able to compare these people to the lifestyles of the Romans, Greeks and Egyptians. | <b>Let’s go on a Great North America Road Trip</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>In this topic the children will learn about the North America continent. They will begin by locating it on a world map and learning about the different time zones. They will then identify the different countries located in it before focusing on the USA. Children will study the different physical and human features. The topic will provide a lot of opportunities to develop map skills as well as the chance to compare North America with the UK when looking at each feature or area. | <b>The Maya</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will learn all about the Mayan civilisation from c.900AD. They will think about their culture, calendar, language and lifestyle whilst also discussing how we know about them and the limitations of the restricted evidence we have, considering the role of archaeologists and historical digs. They will learn who had the power in Maya society and their belief system. They will also debate the reasons behind the Maya’s downfall and which historical belief they feel is most likely. They will be able to compare the Mayan civilisation to the Ancient Egyptians and Greeks. | <b>Rivers and the Water Cycle</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will learn about the water cycle and also the formation of rivers. They will be introduced to key terminology (e.g. tributary, oxbow, source, mouth) and think about the different uses of rivers over time. The children will also have the chance to learn about two significant rivers and compare the two. The children can think about pollution and global warming and how they are affecting the rivers.   | <b>Local History Study: Transport</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will learn why there are so many types of transport in the local area. They will look at the order each arrived in and their purpose. They will think about the developments going on in society which lead to each’s creation and also how they then affected the growth and development of the area. Children will be able to discuss the controversy around the proposed runway at Heathrow. Children will make strong links to Geography through going out and making observations, as well as drawing maps. | <b>How do we read different maps?</b><br><a href="#">Knowledge Map</a><br>Children will develop their core map skills in this unit from the Hamilton Trust. They will learn about map symbols, keys and grid references before applying them to different studies. They will have the chance to do an in-depth study of the school grounds, thinking about the land use within and around the buildings and creating their own maps before applying those skills to identify the wider features of the UK.   |
| Year 6 | <b>History</b>  | <b>Geography</b>  | <b>History</b>   | <b>Geography</b>  | <b>History</b>   | <b>Geography</b>   |
|        | <b>Vikings (and the Anglo Saxons)</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will use their learning about the Anglo Saxons to compare them with Vikings. Children will learn where the Vikings came from. They will discuss the ways of life of both cultures and then move on to look at the invasion and settlement by the Vikings. The children will learn about how fearful Anglo Saxons were about Viking invasions and what the Vikings did when they came over. They will compare the differences in culture and religions and what it would have been like living with both cultures. The children will learn about the legacy of   | <b>South America versus the United Kingdom</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will identify the two focus areas on a map. They will learn the features of South America, including the countries and climate before focusing on one country looking at the features, sights and lifestyles before comparing it to the United Kingdom. This will involve them thinking about mountain ranges, biomes,cities, traditional food, traded goods, extreme weather, cultures and religions among others. The children could also have the opportunity to look at the Olympics in  | <b>Education through time</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will learn about the initial introduction of education and the main developments over time with a particular emphasis on the Victorian times. The children will learn about how gender and class affected learning and how that changed towards universal education.   | <b>Are we damaging our world?/Topical Issue</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>This topic is structured around geographical issues at the time. It could cover climate change and how it is damaging the world or other recent issues like the spread of Covid-19 across the world or the Australian wildfires. The topic will focus on one issue. Children will learn about how it started, spread and what its effects are on people, flora and fauna and develop their map and fieldwork skills through its study. The children should be able to make conclusions on how the issue can be resolved. | <b>The Impact of the Wars on our Local Area</b><br><a href="#">Big Picture</a><br><a href="#">Knowledge Map</a><br>Children will have the chance to learn about WW1 and WW2 in this unit. They will start by understanding each war, when it was, why it was fought and who it was between. They will then look at the impact on the local area, thinking about how many people signed up from Hillingdon, how many came back, what bombing and destruction happened and what happened to the children in the area. They will then have the opportunity to decide which war had a bigger impact on the area and why.               | <b>Our Local Area: Migration</b><br><a href="#">Knowledge Map</a><br>Children will re-familiarise themselves with the area around the school focusing on Hayes and Southall. They will be able to look at land use, thinking about different businesses and sites around them with a focus on how the settlement of people from India have developed the businesses and industries in the area. The children will be able to do lots of fieldwork and research by visiting and mapping out the local area in different ways. They will use all of the map skills required in KS2 to complete the study. They will also be able to look at the human and physical features of Hayes and Southall. |

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|  | both people and will learn how the settlements lead to the battle of Hastings in 1066. | both areas and compare how it affected the local economy. |  |  |  |  |
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