



## St Bede's Humanities Overview

As one, we learn together, play together, pray together, as one.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Understanding the World</b>		<b>Understanding the World</b>		<b>Understanding the World</b>	
	<b>Geography Skills &amp; Local Area Study</b> Local study: felling confident in knowing our own school and school grounds - visits to Scotswood Gardens (Forest School Programme) <b>Seasonal Changes</b> Looking for signs of Autumn / Winter through walks and investigating the change in weather	<b>Changes in my lifetime</b> Talk about how they have changed since they were a baby. Talk about special times and significant events in their own experiences and family and friends.	<b>Geography Skills &amp; Local Area Study</b> Find out about our local area. Talk about how we take care of our environment. Compare with contrasting environments through stories that are set in different parts of the World <b>Seasonal Changes</b> Identify weather and seasonal changes	<b>Understanding the past</b> Share stories about the past and share stories from different parts of the world	<b>Seasonal Changes</b> Identify weather and seasonal changes <b>Knowledge of places</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Explore the natural world around them - visits to Scotswood Gardens (Forest School Programme)	<b>Understanding the past</b> Know about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class
<b>Year 1</b>	<b>Geography Skills &amp; Local Area Study</b> I can recognise and make observations to study the geography of the school	<b>Toys through time</b> How are the toys I play with different to those 50 years ago?	<b>The Queen Chronology of royal family</b> Can I tell you about the Queen and her family?	<b>Seasonal Changes</b> How does the weather in the UK change across the year?	<b>Local History George Stephenson</b> What is different between rail travel then and now?	<b>Africa - Kenya</b> Would you rather live in the UK or Kenya?
<b>Year 2</b>	<b>Geography Skills &amp; Local Area Study</b> I can recognise and make detailed observations to study the geography of the locality surrounding the school	<b>Nursing through history</b> Have the actions of Cavell and Seacole had an impact on modern Nursing?	<b>Great fire of London</b> Who was to blame and who helped in the Great Fire of London?	<b>Biomes - Secret Garden</b>	<b>Local History Grace Darling</b> How did Grace Darling change the RNLI?	<b>The Coast</b> What is more important when visiting the coast, human or physical features?
<b>Year 3</b>	<b>Geography Skills &amp; Local Area Study</b> I can observe, measure and record human and physical features using some geographical methods	<b>Ancient Civilisation Egypt</b> Should the Ancient Egyptians have been proud of their pyramids?	<b>Ancient Civilisation Egypt</b> Was the Nile the source of Ancient Egypt's success?	<b>Extreme Earth Volcanoes and Earthquakes</b> What impact do Volcanoes and Earthquakes have on their surrounding areas?	<b>British History Stone age to Iron Age</b> What was 'new' about the New Stone Age (and how do we know)?	<b>British History Stone age to Iron Age</b> What was better, the bronze or the iron age?

<b>Year 4</b>	<b>Geography Skills &amp; Local Area Study</b> I can observe, measure and record human and physical features using some geographical methods	<b>Ancient Civilisation Greece</b> How can we find out about the civilisation of the Ancient Greeks?	<b>Ancient Civilisation Greece</b> Can we thank Ancient Greece for anything in our lives today?	<b>Rivers and mountains</b> Can having settlements built around rivers be beneficial or problematic?	<b>British History Roman rule of Britain</b> How did the Romans invade Britain and how successful were they?	<b>British History Roman rule of Britain</b> How did the Romans influence the culture of people already living in Britain?
<b>Your 5</b>	<b>Geography Skills &amp; Local Area Study</b> I can observe, measure and record human and physical features using an increasing range of geographical methods including sketch maps and plans, surveys, questionnaires and a range of data collection techniques.	<b>Ancient Civilisation Mayans</b> Savages or civilised? What were the Mayans really like?	<b>Ancient Civilisation Mayans</b> Why did the Mayan empire decline?	<b>Region of Americas Study Central/South America</b> What should happen to the rainforest?	<b>British History Anglo-Saxons and Scots</b> Was life better in Anglo Saxon Britain or Roman Britain?	<b>British History Anglo-Saxons and Vikings</b> The Vikings – Ruthless killers or peaceful settlers?
<b>Year 6</b>	<b>Geography Skills &amp; Local Area Study</b> I can observe, measure and record human and physical features by selecting from a range of methods including accurate sketch maps and plans, surveys, questionnaires and a range of data collection techniques.	<b>Local study Industry/Victorians</b> Was it really better to be rich than poor as a child in Victorian times?	<b>Local Study Industry/Victorians</b> How did daily life change over the reign of Queen Victoria?	<b>Region of Europe study France</b> How does living in France as a child differ to living in the UK? (Choose London or other UK region for study - comparative to France region chosen)	<b>British History WW2</b> World War 11: whose war?	<b>British History WW2</b> The Home Front 1939-45

Geography



British History



Ancient Civilisation



Other History

