

# Curriculum Map L1 - U4

## Humanities - Curriculum Intent




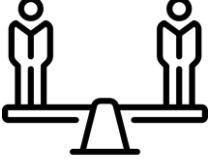




### Intent of History

To provide a high-quality History education to help pupils gain knowledge and understanding of Britain's past and that of the wider world. To inspire pupils' curiosity. To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils develop their knowledge and skills through the grades and steps driven by topic every half term that uses the 4 corners of Engage, Develop, innovate and Express to embed learning.

### Intent of Geography

The intent of Geography at Discovery is that our children will have an understanding of their local environment and the diverse surroundings in the wider world. To inspire a curiosity and fascination about the world. Pupils develop their knowledge and skills through the grades and steps driven by topic every half term that uses the 4 corners of Engage, Develop, innovate and Express to embed learning.

The following represent the big ideas within each subject, taken from the knowledge map:

UK History		<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>
Worldwide History		<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>
Changing History		<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>
Comparing History		<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p>
Locational Knowledge		<p>Develop contextual knowledge of local and global locations.</p>
Place Knowledge		<p>Knowing in detail characteristics of a place. Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>
Human and Physical Geography knowledge		<p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>
Geographical skills and field Knowledge		<p>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 (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>

# Curriculum Map L1 - U4

**Historical Enquiry:** What is natural selection?



**Geography:** Where does food come from?



**Geography:** Where is the best theme park?



U4

**History:** What happened in the 14th Century?



**Historical Enquiry**



**Geography:** What is natural? What is man-made?



U1/2/3

**History:** Are witches real?



**Geography:** USA, a case study



**Historical Enquiry**



**Geography:** Italy, a case study



**Geography:** Where can maps take us?



**History:** What happened in 1066?



U1/2/3

**Geography:** Why does the earth shake?



**Geography:** What can we see? Where can we go?



**Geography:** How has Sheffield changed?



**History:** Who invented chocolate?



**History:** Who was...? (choose from: Mother Theresa, Marin Luther King, Mary Seacole, Grace Darling, Alan Turing, Hitler, Robin Hood, Dick Turpin)



**History:** What can objects tell us about the past? [Archaeology]



L4/5

**History:** Who was Charles Darwin?



**Geography:** What can we see? Where can we go?



**Geography:** What grows here? What grows there?



**Geography:** How does music shape identities and spaces?



**History:** Who was Isambard Kingdom Brunel?



**History:** Who invented medicine?

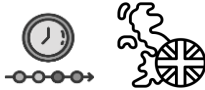


L3

**Geography:** How are beaches made?



**History:** Why do we have kings and queens?



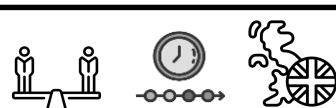
**Geography:** What can we find in our local area? [Fieldwork]



**History:** Where do carnivals come from?



**History:** How has Sheffield changed over time?



**Geography:** Where and how do we find pirates?



L2

**History:** How has being a child changed over time?



**Geography:** How do plants and animals change?



**History:** How have inventions changed our lives?



**Geography:** What is different? What is the same? How are things different?



**Geography:** How do things change?



**History:** How have I changed?



L1