

## **What do Humanities subjects look like at Bramber School?**

Ducklings – Reception

**What does Geography and History look like in Reception?** The Early Years Foundation Stage has seven areas of learning, rather than the individual subjects used within the National Curriculum. Communication and Language as well as Personal, Social and Emotional Development underpin all our learning in Ducklings, but the key areas of learning related to geography and history are through the area, 'Understanding the World'.

Throughout the autumn and spring terms, Ducklings are busy (as usual) finding out about our world in a range of different contexts both in and outside the classroom. This has included: observing changes and recording data on weather in our work about the seasons of autumn and winter; learning about how animals like hedgehogs and birds adapt to the changing seasons; developing an understanding of significant national events such as Remembrance Day; retelling and sequencing events from different stories. Ducklings were lucky to have a visit from the Year 6 TA Mrs Ramprasad who talked to them all about Diwali and how it is celebrated in India. They looked at where India was on the map and compared it to where we live. Ducklings also learned all about our senses and together went on a walk in the woodland area to explore these senses further and to try and describe what we could see, feel, hear and smell in different environments. In the week before the end of term, Ducklings made Christmas cards to send to their families, including writing the correct address on the envelope, understanding what a street and a town are. They then walked to the postbox, and checked their route on a map.

After Christmas, Ducklings started a new topic Lost and Found, about a baby penguin who needs to find his way home to Antarctica. This leads in to learning about Antarctica.

In Spring 2 term, The Circle of Life topic gives children the opportunity to discuss past and present events, comparing baby photographs and noticing changes that happen over time. This along with looking at animal lifecycles sets the children up well for exploring further ideas of how things change over time and understanding how the world changes over time too.

## Robins – Year 1

**What does Geography and History look like in Year 1?** The Autumn topic of Wheels, Wings and Other Things includes children making maps for the pigeon in the book 'Don't let the Pigeon Drive the Bus', building on basic map skills from EYFS. Children have their first experience of using Google Earth on laptops to explore the school and its grounds. In history, the children find out about different kinds of transport, and place them on a time line. They use further historical vocabulary such as before, after, earlier, past and present to describe these inventions. They find out about the first aeroplane flight in 1903, and Olympic cyclists.

In Spring Term, the topic Wild about Africa lets the children deepen their understanding of map work, using their skills to locate Africa on a globe and explore geographical features. Robins learn about the Savannah as a habitat and compare to the habitats they know.

In Summer Term Robins are learning all about the seaside, and get to use their first hand experience of beaches in Worthing and surrounding areas and compare this to other beaches around the world. They use maps, atlases and globes to identify different countries and see pictures of what the beaches look like. They learn basic geographical vocabulary in this context. Robins also learn about changes to the seaside within living memory, inviting grandparents and other elderly relatives in to talk about childhood memories of going to the beach and comparing to their first hand knowledge. They also learn how Victorian people first began beach holidays, understanding how this developed and what it might have been like. This begins the idea of those who lived before living memory, and gives the children a good place to be able to start learning about earlier times.

## Chaffinches – Year 2

**What does Geography and History look like in Year 2?** In Chaffinch class, the children build on previous learning and start introducing the idea of continents and oceans around the world Using globes and atlases. They learn the four points of the compass and use new vocabulary to describe directions. The children learn to locate the UK on a map, and that it is comprised of 4 nations. There is a field trip to Pullborough Brooks, with a scavenger hunt and den building, where they can put some of their learning into practice. More geographic vocabulary is introduced during this topic of Where My Wellies Take me.

The geography continues into Spring Term, with the topic of Icy Worlds, where the children build their knowledge of the climate of our planet, introducing the ideas of icy poles and hot middle around the equator. Chaffinch class compare the weather in England with the Arctic and Antarctic and think about where they would prefer to live and why.

The Summer topic of London's Burning introduces the children to London as our capital city and what that means geographically. The topic allows the children to use lots of historical skills – they get to sequence the events of the great fire and use secondary sources such as pictures to find out what London was like at this time. The children compare the fire service then and now, and understand how the fire spread due to building methods used at the time. They understand how this informed people how to build safer houses, and the impact of historical events on the present. Historical and geographical vocabulary continues to be taught and discussion and comparisons build their understanding of the world.

## Doves – Year 3

**What does Geography and History look like in Year 3?** Dove class's Autumn topic is heavily geographical, being The Great British Adventure. The children build on their knowledge and understanding of the United Kingdom, bringing in counties and major towns and cities. The children learn about local produce and look at a range of products from different counties. They increase their map work, building to eight points of the compass, reading symbols on maps and using 2-figure grid references. During this topic, the children learn about a famous British engineer, Isambard Kingdom Brunel, and how bridge building has changed over the years.

In Spring term the focus moves to the other side of the world, as 'From Bean to Bar' explores a new habitat – the Amazonian rainforest. They practice their map skills already learned, and think about the plants and animals that are found in this part of the world. Dove class learns about the impact of humans on the rainforest and how this has led to many problems. Historically, Dove class learns about the Mayan civilisation, building the idea of people who have lived before us. They look at the timeline of how long this civilisation lasted, and how they lived, including homes, food and religion.

In the Summer term, Doves learn about life from Stone Age to Iron Age. The timeline is further explored, understanding what 'pre-historic' means. We look at a timeline of their homes and how they changed, how they hunted and gathered, and a particular focus on the settlement of Skara Brae. Throughout Year 3, the children have more historical and geographical vocabulary introduced.

## Seagulls – Year 4

**What does Geography and History look like in Year 4?** Seagulls begin with the topic Meanwhile, In Egypt... as this topic takes place historically at the same time as where they left off in Year 3. This is a good way to build links in understanding by comparing different civilisations around the world through history. Geographically, the children learn about the River Nile and its importance in Egypt. They investigate maps of the area, including using Google Street view to explore ancient monuments. The history of the area covers two concepts; the ancient Egyptians including their society, writing, religion and social structure, and the 1920s tomb explorations and discoveries. The children also visit Brighton Museum to learn about mummification and look at artefacts.

In the Summer term, humanities continue with a study of Ancient Romans. Seagulls explore the geography of Italy, and the spread of the Roman Empire across Europe and North Africa. Children use Google maps again to explore the existing Roman buildings such as the coliseum. They also locate Pompeii and Mount Vesuvius. Seagulls learn about the spread of Roman invasion and the town of Britain that were taken over and founded by the Romans. They learn about Boudicca's rebellion, comparing the Roman army to Celts and looking at their strengths and weaknesses.

Also in Year 4 there is a residential trip to Lodge Hill, where they can do orienteering, practicing those map and compass skills!

## Kingfishers – Year 5

**What does Geography and History look like in Year 5?** The Spring term brings lots of humanities learning to Year 5, as the topic of Invaders and Traders takes off where the Roman Empire left off in Year 4 - more understanding of cause and effect in history. The children use maps and atlases to explore the geography of Europe in more detail, investigating where the invaders came from and why. They study the Roman withdrawal from Britain, and the invasions of Angles, Saxons, Vikings and Celts that followed. They place events on a timeline and consider what else was happening at that time. Kingfishers learn that with invasion comes new ideas about religion, and how Christianity came to Britain. They look at Anglo-Saxon art and culture, including reading Beowulf - a text that dates back over 1,000 years. Children learn how Britain was divided into seven Kingdoms, and consider the problems this could cause. This topic ends at the death of Edward the Confessor in 1066.

In the Summer term, Kingfisher class do a local study – Welcome to Sunny Worthing. The children have a trip to Worthing Beach for the opportunity to carry out some study of Human Geography and the reasons why people are visiting the beach. They build their geographic vocabulary learning about features of coasts, and use different maps to explore these features. They build on learning from Year 3 and learn to use 6-figure map references and more complicated keys and symbols. ~The children look at secondary sources to explore old Worthing and the changes that have happened over the years, identifying buildings that still stand and ones that have gone. They look at photos, travel posters and postcards, and build an understanding of the benefits of using primary sources rather than secondary. The children have an independent home study of the pier to use their individuality in their work.

## Hérons – Year 6

**What does Geography and History look like in Year 6?** In Herons there is a real in-depth focus of the 20<sup>th</sup> century, in topics about World War 2 and British social history through the decades.

The children use maps from different eras to identify the countries involved in WW2 and events that took place. They look at pathways used by allies and axis countries. This uses lots of geographical language in context. Herons also find out about The Windrush, and look at immigration from Caribbean countries. This uses map skills and also makes the children consider reasons from human migration and its effects. The children go on to study different post-war decades, and the rapid changes that happened in society. They get to experience a VE day tea party, learn lindyhop dancing and handle artefacts at Newhaven Fort. Year 6 really focuses on the human aspects of history and geography.

They finish the year with the Groovy Greeks, studying the ancient civilisation and what it meant to the rest of the world. They learn about democracy, Greek religion and the ancient Olympics and the legacy it left. They continue to put their map skills to good use, locating Modern Greece on maps and finding towns and cities. They investigate the climate, and find out the main economic activities of Greece.