



Primary Humanities Developmental Framework

The teaching of humanities (history, geography and Religious Education) will take place within the context of other curriculum areas. Learning will be linked to the topic or story the pupils are studying that half term and will provide the pupils with opportunities to reinforce learning in other areas such as communication, reading, writing, maths and science.

The Humanities curriculum aims to provide opportunities for students to be curious about their community, country and world. Students will develop their understanding of the landscape of the world and how it can change, with a particular focus on gaining life skills specific to this area of learning. These include learning how to make observations, ask questions, understanding chronology, understanding bias and developing empathy. Students will develop understanding of climate change and how this impacts on our environment and human life as well as understanding their responsibility to look after and understand the physical and human world in which they live. The Religious Education curriculum follows the recommendations in the Local Agreed Syllabus 'Believing and Belonging'. In addition to the curriculum below, we have an Enrichment curriculum that compliments the pupils' RE curriculum as well as key learning around British Values, Safeguarding and Social Moral Spiritual and Cultural (SMSC).

Pupils will develop their sense of belonging to their community by learning about the religions in their community, learning about the past and the physical and human landscape in the world around them. They will explore how their world has changed over time and they will visit different locations, ensuring that they develop a sense of confidence and safety in different locations.

We have a three year curriculum, allowing opportunities for pupils to revisit and build on prior learning. As our focus is on teaching life skills linked to this subject, we will monitor progress through their EHCP outcomes and in English.

Cycle One					
Autumn 1			Autumn 2		
How can we make good choices? How do we celebrate Bonfire Night?			How and Why do we care for others?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> To follow rules in the classroom. To begin to understand what is right and wrong in their immediate worlds. Pupils will be able to make choices 	<ul style="list-style-type: none"> Pupils will learn: What feeling safe and happy means and why this is important. How we ensure our peers as well as ourselves, feel safe and happy. Why do we have rules 	<ul style="list-style-type: none"> To develop skills in understanding bias by beginning to understand Guy Fawkes as the victim. To begin to develop a timeline of key events and periods in history. To explore why Guy Fawkes 	<ul style="list-style-type: none"> Pupils will learn kind actions such as kind hands and feet, sharing, take turns, kind words. Pupils will be able to identify the key people who care for them in their lives. Pupils will take part in key 	<ul style="list-style-type: none"> To be able to identify people they care about and who care for them. To consider ways in which we can show we care for others, both 	<ul style="list-style-type: none"> Pupils will carry out their own research regarding how celebrating a chosen festival has changed over time. Pupils will know the names of the key books associated with each religion. Pupils will be able to compare and contrast different time periods and be able to give

<ul style="list-style-type: none"> • To learn that good choices often keep us happy and safe. • To understand that fireworks are set off during Bonfire night and these can sometimes be loud. • To understand that Bonfire Night is celebrated every year. • To begin to explore the excitement 	<p>and consider the impact of breaking rules. Which rules could be broken and which rules should definitely not be broken?</p> <ul style="list-style-type: none"> • To explore why Guy Fawkes decided to break the rule of treason • To develop skills in chronology by understanding when different religious rules were written and when key events such as the 	<p>decided to break the rule of treason on Bonfire Night</p> <ul style="list-style-type: none"> • To develop skills in empathy and bias by understanding why the British parliament wanted people wanted to celebrate Bonfire Night 	<p>caring events such as Children in Need and Anti- Bullying week.</p> <ul style="list-style-type: none"> • Pupils will access, through a sensory approach, key Christian parables. 	<p>personally and through national events such as Children in Need. Anti-Bullying week or by respecting the festivals of different religions and cultures</p> <ul style="list-style-type: none"> • To understand how Jesus is a role model for Christians 	<p>reasons for changes over time.</p>
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<p>of Bonfire Night through the sensory exploration of light, colour and sound.</p>	<p>attempted blowing up of the Houses of Parliament happened.</p> <ul style="list-style-type: none"> • To develop skills in chronology by exploring how the celebration of Bonfire Night has changed over time. • To compare different rules eg those in the classroom, 10 commandments, 5 Pillars of Islam, the 5 Ks in Sikhism, rules of Judaism 			<p>to understand how to care for others.</p> <ul style="list-style-type: none"> • To be familiar with some Christian parables eg The Lost Sheep, The Good Samaritan . • To understand how Muslims show they are for others. • To learn how the Christmas story 	
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				demonstrates how caring and loving can be shown anywhere.	
Spring 1			Spring 2		
Our Planet			How is New Life Welcomed?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> To be able to explore the world around them and identify key physical and human features eg school, house, 	<ul style="list-style-type: none"> To identify the physical and human features of our school and local area. To use pictures as sources of evidence in identifying 	<ul style="list-style-type: none"> To compare the reliability of types of visual evidence of a Hockney painting to that of a photograph when investigating a locality. To use maps and photographs to 	<ul style="list-style-type: none"> To identify a baby. To identify the name of each person in the class. Pupils will be able to explore the needs of a baby. 	<ul style="list-style-type: none"> To develop skills of empathy by considering how we welcome new people into a class. 	<ul style="list-style-type: none"> To compare the different ways in which religions welcome a baby.

<p>shop, road, tree, field.</p> <ul style="list-style-type: none"> • To be able to identify the above features on pictures. 	<p>physical and human features in other areas of Britain.</p> <ul style="list-style-type: none"> • To know the words for key physical and human features eg horse, farm, lake, hill, road, shop, factory, harbour, beach, lighthouse, sea. • To begin to know that England is one of four countries in the United Kingdom and the names of the other 	<p>compare the physical and human features in the 4 countries of the United Kingdom.</p>		<ul style="list-style-type: none"> • To learn how different religions welcome babies. • To explore the importance of a name in a person's identity. 	
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	<p>three countries and to be able to identify these on a map of the United Kingdom.</p> <ul style="list-style-type: none">• To identify things that spoil the human features of our locality eg noise, litter.• To develop their fieldwork skills in making tally charts of the things that spoil our world.• To consider ways in which we can look after the				
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	<p>human and physical landscape and what we are taught by different religions about how we should look after our world.</p> <ul style="list-style-type: none"> • To understand the concept of collective responsibility when taking care of the world around us. 				
Summer 1			Summer 2		
<p>Great Leaders What makes a good helper?</p>			<p>Comparing different locations</p>		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<ul style="list-style-type: none"> • To identify leaders in our personal lives eg the adults in school, school council • To introduce the pupils to pictures of leaders in our present day and link with a picture of what they do eg bus escort, bus driver and the environment. 	<ul style="list-style-type: none"> • To identify what we mean by 'leader'. • To identify the qualities of a good leader and a bad leader. • To identify and research some great leaders from present day following the children's interests. • Pupils will explore What makes them a great leader • Pupils will compare a great leader from present to one from the past. 	<ul style="list-style-type: none"> • Pupils will be able to understand the difference between a great national leader and a great local leader. • Pupils will be able to group leaders into different contexts eg historical, national, military, international, cultural and religious • Pupils will be able To explore whether leading is the same as helping. 	<ul style="list-style-type: none"> • For pupils to explore a different locality eg the woodland area. • For pupils to be able to identify keywords and symbols that describe the playground and the woodland area. • For pupils to begin to identify different religious buildings. 	<ul style="list-style-type: none"> • Pupils will be able to identify our address. • Pupils will be able to describe the street in which we live using the terms for physical and human features. • Pupils will be able To describe what we like and dislike about where we live. 	<p>To use a map to identify the different countries of the United Kingdom and the key cities and towns in the United Kingdom.</p> <p>To be able to name and locate counties of the United Kingdom.</p> <p>To be able to use the correct terminology when describing physical and human features of a landscape.</p> <p>To compare and contrast two localities and give reasons for their differences.</p>
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<ul style="list-style-type: none"> • To explore people who help them in their community eg nurse, police officer, teacher, dentist, doctor. 	<ul style="list-style-type: none"> • Pupils will be able to question whether you have to be a superhero to be a great leader. • Pupils will be able to explore ways in which we help others. • Pupils will be able to identify people who help us in our world. • Pupils will be able to recap parables that teach about helping eg The Good Samaritan 			<ul style="list-style-type: none"> • Pupils will be able to describe the religious buildings that are in Leeds and Bradford. • Pupils will be able to observe the physical and human differences between Scarborough and Guiseley. • Pupils will be able to use tallies and charts to collect 	
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	and The Lost Sheep			<p>data relating to the human features of both towns.</p> <ul style="list-style-type: none"> • Pupils will be to use photographs to compare Scarborough and Guiseley. 	
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Cycle Two	
Autumn 1	Autumn 2
<p>Who and what is special to us?</p> <p><i>Please ensure sensitivity in this topic and speak to parents/carers regarding how you may have to adapt the activities for some pupils.</i></p>	<p>Celebrations</p>

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will identify key people in their lives. • Pupils will explore the artefacts that are important to each of the religions. • Pupils will learn the meaning and importance of the term 'special'. 	<ul style="list-style-type: none"> • Pupils will identify the people who are key people in their lives and the reasons for this. • Pupils will begin to learn chronology by identifying people in their families who are older than them and those who may have died eg parents, grandparents and great grandparents, uncles and aunties. • Pupils will develop their sense of 	<ul style="list-style-type: none"> • Pupils will be able to develop their enquiry skills by finding out about the lives of grandparents in their families. 	<ul style="list-style-type: none"> • Pupils will explore how key religious festivals are celebrated and begin to know the names of them. 	<ul style="list-style-type: none"> • To know the key religious festivals that are celebrated at this time of year and why they are celebrated. • To develop an understanding of chronology by studying how the celebration of one key festival has changed over time • To develop an 	<ul style="list-style-type: none"> • Pupils will be able to compare and contrast the ways in which different religious festivals are celebrated, eg the use of light.

	<p>chronology by placing these people on a timeline.</p> <ul style="list-style-type: none"> • Pupils will identify key objects that may be special to them eg a toy, teddy bear, piece of clothing. • Pupils will be able to communicate why this is important. • Pupils will learn about key artefacts that are important in the following religions: Christianity, Islam, Sikh, Hindu and Judaism. 			<p>understanding of where different countries are by studying how these festivals are celebrated in different countries.</p> <ul style="list-style-type: none"> • Pupils will make observations of pictures to learn how the celebration of festivals has changed over time. 	
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	<ul style="list-style-type: none"> Pupils will be able to name some key artefacts in each of the above religions. 				
Spring 1			Spring 2		
Contrasting Localities			Our Environment and Climate Change		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> Pupils will explore through sensory activities, the differences in climate between the Amazon rainforest and home.. 	<ul style="list-style-type: none"> Pupils will be able to compare the habitats in the Amazon Rainforest to those in Yorkshire. Pupils will be able to identify the key human and physical features in both locations, 	<ul style="list-style-type: none"> Pupils will use world maps and atlases to identify the continents of the world and begin to describe where a country is in relation to it's continent. 	<ul style="list-style-type: none"> Pupils will identify their favourite place in school. Pupils will begin to use fieldwork skills by identifying litter in the environment. Pupils will explore, 	<ul style="list-style-type: none"> Pupils will identify their favourite places in school and their favourite places in the local community. Pupils will develop a sense of 	<ul style="list-style-type: none"> Pupils will identify seasonal and daily weather patterns in the UK and the locations of the hotter and colder parts of our planet,

<ul style="list-style-type: none"> • Pupils will identify key animals that can be found in the Amazon Rainforest and those that can be found in Yorkshire. • Pupils will visit religious buildings and begin to understand how people pray. 	<p>including religious buildings.</p> <ul style="list-style-type: none"> • Pupils will use photographs and maps to identify key physical and human features of both locations. • Pupils will use world maps to identify the countries where the Amazon rainforest is. • Pupils will understand the different climate zones in the world. • Pupils will learn how people pray in each 		<p>through sensory stories, creation stories from different religions.</p>	<p>awe and wonder by being able to say why they like these places.</p> <ul style="list-style-type: none"> • Pupils will recap what can spoil a place eg litter or pollution and learn about what they can do to reduce the impact of pollution. • Pupils will explore ways in which different religions have 	
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	<p>religious building.</p> <ul style="list-style-type: none">• Pupils will learn the importance of praying for religious people.			<p>explained how life started on earth (this should be lined to the religion of the pupils in the class and should include at least three different religions). They will learn about the scientific explanation for how life on Earth started and begin to ask questions about each</p>	
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				<p>of these ideas.</p> <ul style="list-style-type: none">• Pupils will recap what they know about the Amazon rainforest and learn about how this is endangered.• Pupils will learn about what they can do and what other people do to prevent the environmental damage on the Rainforest.	
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				<ul style="list-style-type: none">• Pupils will begin to understand the terms climate and environment.• Pupils will learn how the climate has been changing over time and the impact of these changes on our environment.• Pupils will learn about things they can do to reduce the effect of	
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				climate change eg recycling, considering diet, considering transport habits.	
Summer 1			Summer 2		
Significant Individuals			Transport Through Time		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> To understand the difference between yesterday and today. To understand the difference between 	<ul style="list-style-type: none"> For pupils to learn about significant individuals in the past eg Amelia Earhart and Katherine Johnson. For pupils to consider how easy it was for these 	<ul style="list-style-type: none"> To develop their skills in history by carrying out their own research project about a significant individual of their choice. They should use different sources of evidence and 	<ul style="list-style-type: none"> For pupils to develop a sense of chronology by sequencing times of the day. For pupils to be able to sequence 	<ul style="list-style-type: none"> For pupils to learn how a type of transport, linked to their interests, has changed over time eg trains, 	<ul style="list-style-type: none"> Pupils will learn how changes to a type of transport can be a reflection of the historical context of the time and other external factors.

<p>past and present.</p> <ul style="list-style-type: none"> • For pupils to know the buildings where people of different religions work. 	<p>individuals to achieve their dreams and what they were capable of in the period of time in which they lived.</p> <ul style="list-style-type: none"> • For pupils to understand the positive impact that small actions can have and to consider how small actions can be significant for everyday people. • For pupils to learn about the significant individuals within religions eg Jesus, Prophet 	<p>to gain information and begin to understand how reliable this evidence is.</p>	<p>now and next.</p> <ul style="list-style-type: none"> • For pupils to be able to identify if something is happening now or a long time ago. 	<p>cars, bicycles, aeroplanes</p> <ul style="list-style-type: none"> • For pupils to use sources of evidence such as pictures and oral evidence to find out about how their chosen transport has changed over time. • For pupils to develop the pupils' sense of chronology to sequence a specific 	
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	Muhammed and Guru Nanak.			type of transport.	
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Cycle Three					
Autumn 1			Autumn 2		
Dinosaurs			Special Books		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • To investigate dinosaurs • To be able to identify the parts of the body on a dinosaur. • To be able to sequence events, such as now and next, today 	<ul style="list-style-type: none"> • To identify the Jurassic period on a timeline. • To understand that dinosaurs existed a long time ago. • To be able to understand and use the term extinct. • To know the names of some 	<ul style="list-style-type: none"> • To be able to place the Jurassic period on a timeline with other periods in history they know. 	<ul style="list-style-type: none"> • To explore special books. • To identify what is special to them and other people in their class. • To investigate how we take care of 	<ul style="list-style-type: none"> • To identify the religious books for each of the following religions: Sikhism, Judaism, Christianity, Islam. • To understand 	<ul style="list-style-type: none"> • To know the key features of each of the religious books. • To understand that the Bible is a collection of stories, literature and lessons and is separated into the Old and New Testaments.

<p>and yesterday, now and a long time ago.</p>	<p>dinosaurs and be able to sort them into herbivores and carnivores.</p> <ul style="list-style-type: none"> • To learn about a significant individual in the past, Mary Anning. • To be able to describe the key features of some dinosaurs. 		<p>special things.</p>	<p>the concept of special.</p> <ul style="list-style-type: none"> • To learn how people from each religion take care of their books. • To develop skills of empathy and respect- how would they feel if a person did not follow their rules around looking after the special book? • To recap the names of the religious buildings for each of the religions above. 	
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				<ul style="list-style-type: none"> To understand the role of each of the books in each religion and how they can be used to guide a person in their religion. To learn that the Christmas story can be found in the Bible. 	
Spring 1			Spring 2		
Compass Directions			What does it mean to belong to a church or Mosque?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> To be able to follow instructions such as 	<ul style="list-style-type: none"> To be able to identify the four compass 	<ul style="list-style-type: none"> Be able to use the 8 points of a compass and 4 and 6 figure grid 	<ul style="list-style-type: none"> Pupils will visit a Mosque and a Church. 	<ul style="list-style-type: none"> Pupils will visit a church and Mosque. 	<ul style="list-style-type: none"> Pupils will use a key on a map to identify key buildings.

<p>forwards and turn to lead to a specific point.</p> <ul style="list-style-type: none"> • To be able to identify where key habitats are in the school grounds, eg woodland, field 	<p>points on a map.</p> <ul style="list-style-type: none"> • To be able to use simple directional language to describe the location of certain habitats within the school grounds. • To be able to sketch maps and plans showing the location of different habitats within the school grounds. 	<p>references when using maps.</p> <ul style="list-style-type: none"> • To be able to follow a key on a map. 	<ul style="list-style-type: none"> • Pupils will begin to experience the rituals followed when visiting a church or mosque. 	<ul style="list-style-type: none"> • Pupils will learn the rituals of what people do when they visit each of these buildings and why. • Pupils will learn how to locate a church on an ordnance survey map and consider why other religious buildings are not marked on the map. • Pupils will use photographs and maps to identify when mosques started to be 	<ul style="list-style-type: none"> • Pupils will understand how the physical changes in our world reflect other external changes.
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				<p>built in Leeds and how this reflects the diversity of our population.</p> <ul style="list-style-type: none"> • Pupils will understand the significance of religious buildings to religious groups. 	
Summer 1			Summer 2		
Space Travel			Should we forgive others?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • For pupils to begin to understand chronology by sequencing key events in 	<ul style="list-style-type: none"> • For pupils to learn how space travel developed over time. • To use pictures, 	<ul style="list-style-type: none"> • For pupils to ask questions and find answers linked to history or space travel. • Pupils will be able to 	<ul style="list-style-type: none"> • For pupils to understand the importance of saying sorry and understand 	<ul style="list-style-type: none"> • For pupils to understand what we mean by the term 'forgiveness' 	<ul style="list-style-type: none"> • Pupils will explore times when a person may find forgiving difficult and what their own ideas are about this.

<p>their day and begin to use before and after.</p> <ul style="list-style-type: none"> • For pupils to begin to use the words now and next and now and yesterday. • For pupils to understand the concept of now, yesterday, a long time ago. 	<p>newspaper reports, and oral evidence to learn about space travel in the past.</p> <ul style="list-style-type: none"> • To find the key countries who were involved in space travel on a map. • To explore why scientists were, and still are, keen to find out about space. • For pupils to use secondary sources of evidence to find out about the equipment needed when going into space. 	<p>independently carry out research and present their findings.</p>	<p>when this should be said.</p> <ul style="list-style-type: none"> • To be able to tolerate people in their space. • To explore the emotions and feelings of others. 	<ul style="list-style-type: none"> • For pupils to learn what key religions teach about forgiveness. • For pupils to be able to ask questions, exploring their own ideas about forgiveness eg should we forgive if... How can a person forgive if... • For pupils to draw their own conclusions and ideas around forgiveness and be able to give 	
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				<p>reasons for their opinions.</p> <ul style="list-style-type: none">• For pupils to link these ideas to their learning about sports.	
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