Uxendon Manor Humanities Long Term Plan 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**It's Raining, It's Pouring** *The Active Planet: Seasons and Weather*	**You've Got a Friend in Me** *Toys*	**United We Are** *Map Skills and Fieldwork: The UK*	**Kenton Calling** *Map Skills and Fieldwork: The Local Area*	**A Spoonful of Sugar** *Nurses: Mary Seacole, Florence Nightingale and Edith Cavell*	***Enrichment***
Year 2	**Panic on Pudding Lane** *The Great Fire of London*	**All Around the World** *Map Skills and Fieldwork: The World*	**Let's Go to China** *China*	**The Arch and Beyond** *Local History Study: Wembley Stadium*	**Marvellous Maps** *Map Skills and Fieldwork: Map Making*	***Enrichment***
Year 3	**All Around the World** *Map Skills and Fieldwork: The World*	**Rock and Roll** *Stone Age to Iron Age*	**Our Mighty Planet** *The Active Planet: Mountains, Volcanoes and Earthquakes*	**Revolutionary Romans** *The Romans*	**Raid, Invade and Stayed** *The Vikings*	***Enrichment***
Year 4	**Latin Fever** *South America*	**Breath-Taking Brazil** *Brazil*	**I Want My Mummy!** *Ancient Egypt*	**A-maize-ing Mayans** *The Mayans*	**Kenton Calling** *Map Skills and Fieldwork: The Local Area*	***Enrichment***
Year 5	**A Tale of Two Cities** *London and Copenhagen*	**Beware of Invaders** *The Anglo-Saxons*	**Off With her Head!** *British Monarchs from King John to Elizabeth II*	**Treasure Hunt** *Map Skills and Fieldwork: Compasses and Map Reading (Gordon Brown)*	***Enrichment***	**Extreme Earth** *The Active Planet: Climate Zones, Biomes and Vegetation Belts*
Year 6	**Groovy Greeks** *Ancient Greece*	**Keep Calm and Carry On** *Local History Study: London and Kenton in WW2*	**United We Are** *Map Skills and Fieldwork: The UK*	***Enrichment***	**Ain't no River Wide Enough** *The Active Planet: Rivers, the Coast and the Water Cycle*	*nb over summer 1+2 to allow for SATs disruption*

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N	**Me, Myself and I** Begin to make sense of their own life story and family's history.	**Light it up and Festivals** Use senses in hands-on exploration of natural materials Talk about differences between materials and observe changes.	**Toys We Love** Explore how things work and how they may have been in the past.	**Ready, Steady, Grow** Begin to understand the need to respect and care for the natural environment and living things.	**Amazing People Who Help Us** Show interest in different occupations.	**We're all Going on a Jolly Holiday** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
R	**Incredible Me and My Family** Talk about members of their immediate family and community, naming and describing people who are familiar to them.	**Sparkly Light Festivals & Celebrations** Explore the natural world around them Understand the effect of changing seasons on the natural world.	**Wonderful World of Animals** Explore the natural world around them making observations and drawing pictures of animals. **Draw information from a simple map**	**Let's Grow** Understand the past through settings, characters and events through storytelling and books in class.	**Food Glorious Food** Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live.	**Super Helpers and their Transport** *Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*

Understanding the World: Past and Present **Understanding the World: The Natural World**

Nb some of DMs above will be covered throughout the year in Nursery and Reception

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Year 1	**The Active Planet: Seasons and Weather** ***It's Raining It's Pouring*** *Identify seasonal and daily weather patterns in the UK and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles.*	**Toys** ***You've Got a Friend in Me*** *Changes within living memory; where appropriate these should be used to reveal aspects of change in national life.*	**Map Skills and Fieldwork: The UK** ***United We Are*** *Use world maps, atlases and globes to identify the UK and its countries. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.*	**Map Skills and Fieldwork: The Local Area** ***Kenton Calling*** *Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.*	**Nurses: Mary Seacole, Florence Nightingale and Edith Cavell** ***A Spoonful of Sugar*** *The lives of significant individuals in the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods.*	***Enrichment***

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Year 2	**The Great Fire of London** ***Panic on Pudding Lane*** *Events beyond living memory that are significant nationally or globally.*	**Map Skills and Fieldwork: The World** ***All Around the World*** *Use world maps, atlases and globes to identify, name and locate the world's seven continents and five oceans.* *Use simple compass directions (N, S, E and W) and locational and directional language [eg. near and far, L and R] to describe the location of features and routes on a map.*	**China** ***Let's go to China*** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a non-contrasting non-European country.*	**Local History Study: Wembley Stadium** ***The Arch and Beyond*** *Significant historical events, people and places in their own locality.*	**Map Skills and Fieldwork: Map Making** ***Marvellous Maps*** *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (beach, cliff, coast, forest, hill, mountain, sea, river, valley; city, town, village, port, harbour); devise a simple map; and use and construct basic symbols in a key.*	***Enrichment***

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Year 3	**Map Skills and Fieldwork: The World** ***All Around the World*** *Use maps, atlases, globes and digital/ computer mapping to locate the position and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc. day and night).*	**Stone Age to Iron Age** ***Rock and Roll*** *Changes in Britain from the Stone Age to the Iron Age.* *Examples:* *Late Neolithic hunter-gatherers and early farmers, eg. Skara Brae.* *Bronze Age religion, technology and travel, eg. Stonehenge.* *Iron Age hill forts: tribal kingdoms, farming, art and culture.*	**The Active Planet: Mountains, Volcanoes and Earthquakes** ***Our Mighty Planet*** *Describe and understand key aspects of mountains, volcanoes and earthquakes.*	**The Romans** ***Revolutionary Romans*** *The Roman Empire and its Impact on Britain.* *Examples:* *Julius Caesar's attempted invasion in 55-54 BC.* *The Roman Empire by AD 42 and the power of its army.* *Successful invasion by Claudius and conquest, inc. Hadrian's Wall.* *British resistance, eg. Boudica.* *Romanisation of Britain: sites such as Caerwent and the impact of technology, cultures and beliefs, inc. early Christianity.*	**The Vikings** ***Raid, Invade and Stayed*** *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.* *Examples:* *Viking raids and invasion.* *Resistance by Alfred the Great and Athelstan, first king of England.* *Further Viking invasions and Danegeld.* *Anglo-Saxon laws and justice.* *Edward the Confessor and his death in 1066.*	***Enrichment***

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Year 4	**South America** ***Latin Fever*** *Use maps, atlases, globes and digital/computer mapping to locate countries in N and S America, concentrating on their environmental regions, key human and physical and human characteristics, countries and major cities.*	**Brazil** ***Breath-taking Brazil*** *Describe and understand key aspects of types of settlement and land use; economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water.* *Brazil: understand geographical similarities and differences through the study of human and physical geography of a region within South America.*	**Ancient Egypt** ***I Want My Mummy!*** *The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared (Ancient Sumer, The Indus Valley, The Shang Dynasty of ancient China); and a depth study of Ancient Egypt.*	**The Mayans** ***A-maize-ing Mayans*** *A non-European society that provides contrast with British history.*	**Map Skills and Fieldwork: The Local Area** ***Kenton Calling*** *Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	***Enrichment***

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Year 5	**London and Copenhagen** ***A Tale of Two Cities*** *Use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. Russia), concentrating on their environmental regions, key human and physical and human characteristics, countries and major cities.* *Copenhagen: understand geographical similarities and differences through the study of human and physical geography of a region within Europe.*	**The Anglo-Saxons** ***Beware of Invaders*** *Britain's settlement by Anglo-Saxons and Scots.* *Examples:* *Roman withdrawal from Britain in c.AD 410 and the fall of the Western Roman Empire.* *Scots invasions from Ireland to north Britain (now Scotland).* *Anglo-Saxon invasions, settlements and kingdoms: place names and village life.* *Anglo-Saxon art and culture.* *Christian conversion - Canterbury, Iona and Lindisfarne.*	**British Monarchs from King John to Elizabeth II** ***Off With Her Head!*** *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.* *Examples:* *The changing power of monarchs using case studies such as John, Anne and Victoria.* *Changes in an aspect of social history such as crime & punishment or leisure & entertainment.* *The legacy of Greek or Roman culture on later periods in British history.* *A significant turning point in British history, eg, the first railways or the Battle of Britain.*	**Map Skills and Fieldwork: Compasses and Map Reading** *(Gordon Brown)* ***Treasure Hunt*** *Use the eight points of a compass, four and six figure grid references, symbols and key (inc. Ordinance Survey Maps) to build their knowledge of the UK and the wider world.*	***Enrichment***	**The Active Planet: Climate Zones, Biomes and Vegetation Belts** ***Extreme Earth*** *Describe and understand key aspects of climate zones, biomes and vegetation belts.*

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Year 6	**Ancient Greece** ***Groovy Greeks*** *A study of Greek life and achievements and their influence on the Western World.*	**Local History Study: London and Kenton in WW2** ***Keep Calm and Carry On*** *Examples:* *A depth study linked to one of the [KS2] British areas of study.* *A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).* *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*	**Map Skills and Fieldwork: The UK** ***United We Are*** *Use maps, atlases, globes and digital/computer mapping to name and locate counties and cities of the UK; geographical regions and their identifying human and physical characteristics; key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.*	***Enrichment***	**The Active Planet: Rivers, the Coast and the Water Cycle** ***Ain't no River Wide Enough*** *Describe and understand key aspects of rivers, the coast and the water cycle.* *nb over summer 1+2 to allow for SATs disruption.*	