



Bill Quay Primary School

Humanities Overview

Year 1

In Reception class, pupils will have explored past and present events in their own lives and the lives of people around them. They know about similarities and differences between things in the past and now. They have explored features of their own environment and have some understanding of how environments vary from place to place.

In Year 1, pupils will be taught about changes within living memory through the topic, Me, My Family and My Home. In the spring term, they will focus on our Victorian school building and investigate what life was like for their great grandparents coming to school, using a range of sources to develop their concept of continuity and change. Their final history topic looks at the Fire of London-an event that is significant nationally, as well as making links with the Fire of Gateshead-an event that is significant locally to us.

In geography, pupils will study places that are familiar to them: their home and their school, developing their understanding of locational and directional language such as near and far. They will be introduced to simple mapping skills through plan view activities and creating their own symbols. Pupils will learn the names of the four countries of the UK and their flags. In the summer term, pupils will be introduced to Barnaby Bear and learn about hot and cold places in the world, as well as the animals and plants that live there.

Autumn Term: Me, My Family and My Home.

(Geography)

What children should already know:	Vocabulary		Images
<ul style="list-style-type: none"> • Our school is in Bill Quay. • We live in a country called England. 	Village Town county Bungalow Dethatched Flat Semi-detached Road Street	Path Garden Garage Brick Wood Northern Ireland Wales Scotland England United Kingdom	
By the end of this unit, children will know:	National Curriculum		
<ul style="list-style-type: none"> • Where the UK is on a map • The names of the four countries of the UK. • Their address • Bill Quay is in Gateshead • There are different types of homes around the world depending on where we live. • Some simple features on a map. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features • Name the four countries of the UK • Use maps, atlases and globes to identify the UK and its countries. • Use simple fieldwork and observational skills. 		

Autumn Term: History

Me, My Family and My Home.

What children should already know:	Vocabulary	Disciplinary Concepts: similarities and differences, sources and evidence
<ul style="list-style-type: none"> • Things happened before they were born. • Grandparents and parents were born before them. 	<ul style="list-style-type: none"> • After • Before • Victorian • Wooden • Sequence/order • New • Old • Similarity • Difference 	<ul style="list-style-type: none"> • Can identify similarities and difference between objects. • Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs • Can describe the main features of an artefact.
By the end of this unit, children will know:	National Curriculum	Images and resources
<ul style="list-style-type: none"> • That some toys we play with today are the same as those played with by our grandparents and some are different. • About some ways in which we can find out about the past. 	<ul style="list-style-type: none"> • Understand and use common words relating to the passing of time. • Uses simple timelines to sequence processes, events and objects within their own experiences • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 	

12 Weeks

	Autumn	Skills and Concepts
Topic	What has changed since my grandparents/great-grandparents were children?	Focus: continuity and change
<p>History content</p>	<p>Ask children to bring in photos of themselves playing with a favourite toy, as well as photos of their parents, grandparents and great-grandparents as children. Use the photos as a historical source to find similarities and differences between them. Scan a few onto IWB to discuss as a whole class. Encourage children to sort and group the pictures and develop vocabulary. Avoid stereotyping-black and white photos/using phrases such as 'in the olden days/in the past'. What do you enjoy playing with now? What was your mum's/grandparent's favourite toy? Do you play with the same things? How are they different? Sort onto a simple timeline: toys we play with today, toys our parents played with, toys our grandparents played with etc. Invite children to bring in any old toys that their grandparents etc played with. Encourage children to sort them-by type, material, size, colour, age etc. Which toys have stayed the same? Which have changed over time? Read 'Dogger' and explore the continuity of a favourite toy-toys that stay with us through different changes in our lives. Children could write about why their favourite toy is special to them. Explore playground games. Invite a grandparent to come in and talk about the games they would play outside when they were little. How have they changed/stayed the same today? E.g. hopscotch, farmers in his den, here we go round the mulberry bush. Explore the history of teddy bears (1902) and how they have changed over time. Arrange for an 'old bear' to visit your class, and use this visit as a springboard to develop children's broader historical understanding. Who were the children who played with 'old bear'? What other toys might they have played with? What clothes would they have worn? What kind of house would 'old bear' have lived in? What would it have looked like inside? Create a toy museum of past and present toys using shoe boxes on display.</p>	<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time (before I was born, after I was born, past, present, now, then) • Use simple timelines to sequence objects and photos. • Can find the answer to a question by looking at a picture. • Can describe the main features of an artefact. • Can find answers to questions by looking at pictures • Recognise characteristics of home life in the past. • Develop a curiosity about changes within living memory and the ways in which we can find out about these changes.
<p>Beamish loans box</p>	<p>Read Peepo (1940's). Use the pdf online version https://archive.org/details/Peepo-JanetAndAllenAhlberg/page/n11/mode/2up to predict what will be on the next page using the peep hole as clues. Identify similarities and differences between objects in homes today and those in the past. Generate questions about objects used in the storybook, e.g. the dolly peg. What do you think it was used for?</p>	
<p>Visit to museum Peepo</p>	<p>Visit to Beamish Museum to take part in the cleaning homes activity. Take photos of children cleaning the home and scribe a sentence back at school. Return to the storybook of Peepo-can we answer some of our</p>	

	Handle and explore objects from the loans box. What observations can pupils make? Do they use words and phrases relating to the passing of time? Match photos to artefacts of similar use today. What has stayed the same? What is different? Sort into old and new.	
Geography content Visit building site	<ul style="list-style-type: none"> • Match animal homes to the country they live in on a world map. • Match homes around the world to pictures of key environments (eg house on stilts, igloo) • Locate a child's house in Bill Quay on Digimap. Blow up the image and map children's photos to their home for a display. • Find the 4 countries of the UK on a map. Make flags to match each. • Develop knowledge of near and far by drawing key features into concentric circles. • Identify key features of a typical British house by matching/writing labels to a photograph. • Compare houses in China to those in UK (urban and rural) • Identify real houses from photos on a class walk of area. • Create a concertina journey booklet of journey from home to school (memory map) 	<ul style="list-style-type: none"> • Understand concept of near and far. • Know address. Identify type of home they live in (semi detached etc) • Identify simple features on a map. • Use world map to identify the UK and its position in the world. • Use world map to identify China. • Describe places using characteristics and simple vocabulary. • Follow a simple map around local area to identify different houses.

Spring Term: Our School

History

<p>What children should already know:</p> <ul style="list-style-type: none"> • Grandparents and parents were born before them. • Our school is in Bill Quay. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Victorian • Drill • Arithmetic • Features • Victoria • Yard 	<p><u>Disciplinary Concepts: characteristic features, sources and evidence</u></p> <ul style="list-style-type: none"> • Can describe how features of life today, such as school differ from those of Victorian times. • Can suggest questions about artefacts. • Can use sources to find answers to questions.
<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • Our school was called Heworth Board School. • Our school was built in 1877. • 100 years ago, children learned reading, writing, arithmetic and drill. • Some of the original features can still be seen today. • Some features have changed over time. • We can find out about the past from a number of sources. • Boys and girls did different things at school 100 years ago. 	<p>National Curriculum</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p style="text-align: center;">Images</p> 

Spring Term: Geography

Our School

What children should already know:	Vocabulary	Images		
<ul style="list-style-type: none"> • Our school is in Bill Quay. • We live in a country called England. • England is part of the United Kingdom • Where the UK is on a map of the world. • How to identify some simple features on map. 	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Aerial view • Floor plan • Grounds • Route • Map • Road • Above • In front of • Beside </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Railway line • Field • Play equipment • Yard • Garden • Right • Left • Next to • Opposite </td> </tr> </table>	<ul style="list-style-type: none"> • Aerial view • Floor plan • Grounds • Route • Map • Road • Above • In front of • Beside 	<ul style="list-style-type: none"> • Railway line • Field • Play equipment • Yard • Garden • Right • Left • Next to • Opposite 	
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By the end of this unit, children will know:	National Curriculum			
<ul style="list-style-type: none"> • Bill Quay is in Gateshead • What the route from my classroom to other areas of the school looks like on a floor plan. • What the school looks like from above and what the surrounding grounds look like • What the route from home to school looks like on a map. • How to give instructions on how to get from one place to another 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features. • Use simple fieldwork and observational skills to study the geography of the school and surrounding environment. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. • Develop knowledge about the world, UK and the locality. 			

11 weeks

	Spring	Skills and Concepts
Topic	Our School	
History content	<p>What was our school like 100 years ago?</p> <ul style="list-style-type: none"> • T brings in objects from when she was little, including photos. Ask children to look for clues: re all the objects from the same person? What do the objects tell us about the person? T talk about similarities and differences between now and then. Look at some old school photographs and generate discussion around similarities and differences in uniform, hair styles, class sizes etc. • Introduce idea of finding out what school was like 60 years ago. How could we find out? Elicit that we could ask an elderly relative or resident. Generate questions that we might ask to find out about school life. What do you think the main changes will be? Invite a great /grandparent in to talk about school life-preferably someone who came to our school. • Tell children they will be history detectives and will look for clues around the school that tell us what school was like 100 years ago. Show children some photos of parts of school building that you have taken: boys' entrance sign, bell tower, gas lamp in old dining centre, Heworth Board School sign in garden, blocked up entrance to garden. Make into a worksheet and take children on a tour of the school. Can they spot the clues? What are they? What was their purpose? • Show children some old school items: the school log book, the strap, slate, bell, photos of children sitting in rows and doing drill. What can you see? What do you think this is? What is it made from? How was it used? Choose one item to stick in jotter and write about. • Read an extract from the log book that reveals life for children 100 years ago. What do these clues tell us about what school was like for children then? Would you have liked to come to school then? Why? Why not? • Show children a film of children in Victorian board school from BBC. What are they wearing? How is the class arranged? How is the lesson different to ours today? How is it the same? Practise writing on slate boards. 	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times. • Spot differences between then and now. • Can describe how features of life today differ from those 100 years ago. • Understand some of the ways we find out about the past. • Communicate understanding of the past in a variety of ways.

Geography: Our School

Geography content

- Match a plan view of single objects in the class/school to real items.
 - Look at a plan view of the classroom on the IWB and identify objects. Establish that we don't add people onto the plan because they can move! Label the plan.
 - Children draw their own plan view of the classroom.
 - What does our school look like from above? Ask children to draw what they think it looks like. Compare with Google Maps/Digimaps.
 - Use Digimap. Can you find our school in Bill Quay? Think about the shape of it from a plan view. Identify our school on a map of Bill Quay.
 - Add key features to an aerial plan of our school. E.g. garden, play equipment. Use children's own simple symbols/drawings. Can they label?
 - Go into school garden. Can you draw a map of our garden? Add own symbols.
 - Go outside and ask pupils to use a compass to find which way is north. Use chalk to draw arrows of the compass directions. What can you see that is north/east/west/south of you? Take photos and add to a display of a compass in class.
 - How can we improve our school grounds/garden? What do you like about it? What do you want to change? What do we need? Lesson 4 school grounds (Caring for our world). Follow children's ideas for improving garden. They could write a letter to HT/parents/School Council. It could involve planting, painting etc.
 - What jobs do people do in school? Ask people prepared questions. Create a display.
 - Draw a simple map of the walk from a house in locality to school and create own symbols.
- Identify key features on a map.
 - Identify human and physical features of journey from home to school (road, field, house, factory, shop etc)
 - Record what they have seen in simple ways in garden.
 - Draw basic maps, including appropriate symbols and pictures.
 - Understand how our actions can make a positive contribution to change.
 - Ask a familiar person prepared questions.
 - Use simple compass directions.

Year 1 Summer Term

Hot and Cold (Geography)

What children should already know:	Vocabulary		Images
<ul style="list-style-type: none"> • Our school is in Bill Quay. • We live in a country called England. • England is part of the UK. • We have different weather conditions. • Where the UK is on a map of the world. 	<ul style="list-style-type: none"> • Weather • Season • Spring • Summer • Autumn • Winter • Desert • polar 	<ul style="list-style-type: none"> • Rain • Sun • Snow • Hail • Ice • Hibernate • Drought • climate 	<div data-bbox="1444 502 1848 726" data-label="Image"> </div> <div data-bbox="1512 730 1780 973" data-label="Image"> </div> <div data-bbox="1332 976 1702 1331" data-label="Image"> </div>
By the end of this unit, children will know:	National Curriculum		
<ul style="list-style-type: none"> • The names of the 4 seasons and the different weather elements. • How to interpret simple charts and diagrams relating to the weather. • Where the North and South Poles are located on a globe or atlas. There is ice and snow throughout the year. • Desert climates are extremely dry, have lots of sunshine and most have high temperatures during the day. Not many plants and animals can survive in deserts. • Countries south of the Equator have winter when the UK has summer. • Some names of animals that hibernate in the winter. • Some plants and animals found in desert and Polar Regions. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 		

Summer Term: Hot and Cold

(History)

What children should already know:	Vocabulary	Timeline					
<ul style="list-style-type: none"> • Things happened before they were born. • Grandparents and parents were born before them. • Grandparents and parents are older than them. • Our school was built in 1877. • Houses today are made from brick. 	<ul style="list-style-type: none"> • After • Before • Hundreds • During 	<ul style="list-style-type: none"> • Past • London • Famous • Tudor • Gateshead 	354 years ago Great Fire of London	Over 160 years ago Great Fire of Gateshead	Over 140 years ago our school was built	100 years ago Great Granny was born	Today
What children will know by the end of this topic:	National Curriculum		Images				
<ul style="list-style-type: none"> • The Great fire of London happened over 300 years ago and over 200 years before our school was built. • We know about the fire because people wrote about it. • How and why the great fire of London spread so quickly. • What people did after the fire. • The Great fire of Gateshead happened in Victorian times. • What life was like in Victorian times. 	<ul style="list-style-type: none"> • Understand and use common words relating to the passing of time_ • Uses simple timelines to sequence processes, events and objects within their own experiences • Learn about events beyond living memory that are significant. • Learn about the lives of significant individuals in the past. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Learn about significant historical events in their locality. 						

12 weeks

	Autumn	Skills and Concepts
Topic	Hot and Cold	
History content	<p style="text-align: center;"><u>Great Fire of London and Fire of Gateshead</u></p> <ul style="list-style-type: none"> • Where is London? Who has been to London? • How do we know about the fire of London? • What were the houses like in Tudor London? How do we know? • How did the fire spread? How did it start? • How long did it last? • Why did the fire spread so quickly? • How was London rebuilt after the fire? • When was the fire of Gateshead? What started the fire? • What was Victorian Gateshead like? How is it different to today? • Visit St Mary's Church to compare similarities and differences between the two fires. 	<ul style="list-style-type: none"> • Can find an answer to a question by looking at a picture. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Identify characteristics of houses 500 years ago • Understand and use common words relating to the passing of time • Know that a familiar event can be represented in a variety of ways. • Explain why a character in a story took the action he did (Samuel Pepys) • Can give simple consequences of people's actions. • Can give clear explanation of an important event. • Use simple timelines to sequence events.
Geography content	<ul style="list-style-type: none"> • Make weather symbols showing different weather conditions. • Observe daily weather and keep a chart. Compare to other seasons. Observe garden in different seasons and compare (photos, pictures) • Locate Barnaby Bear's visits on a globe (Australia and Norway). • Create an electronic weather diary, locate Gateshead on a map and compare it to weather in China. • Identify animals that live in hot and cold countries during autumn/winter and how they have adapted to the climate. Which animals hibernate during winter in the UK? • Locate the polar and desert regions on a map. • Look at a cactus plant and discuss how its spikes help it survive drought. 	<ul style="list-style-type: none"> • Identify hot and cold areas of the world in relation to the north and south poles on the globe. With help, locate the UK, Norway and Australia on a map. • Describe hot and cold places using simple characteristics • Understand how some animals and plants are adapted to the habitat they live in. • Identify seasonal weather patterns in the UK • Keep a daily weather chart • Collect simple statistics • Record what they have seen in simple ways • Create a class set of weather photos for our area, enlarge and display.

