



Lansdowne School

Schemes of Work – Humanities

By the end of the Access pathway pupils will:

- Be able to sequence events in a chronological order.
- They will be able to compare objects from the past and see they are different.
- Pupils will become familiar with everyday life at different times and with adult prompts and cues be able to describe some of these differences, using simple language to describe the differences.
- They will recognise familiar places and recognise simple symbols.
- Pupils will become familiar with maps, globes and an atlas to find out the different places in the world and begin to gain an awareness of direction.
- They will develop life-skills, such as travel training when completing trips and visits to support understanding the curriculum.
- Pupils will become confident in understanding how the local community works.
- Visiting museums, historic sites and landmarks will support pupils to develop leisure for life as young adults.

By the end of the M.1 pathway pupils will:

- Be able to develop a personal and events time line.
- They will be able to compare objects from now and in the past and describe how they are different, as well chronologically placing these objects in time order.
- Pupils will begin to recognise difference and similarities between the past and presents, using appropriate language to describe and record these changes, as well as asking relevant questions of enquiry with adult support.
- They will begin to use maps and atlases to find the different parts of the UK and continents and seas.
- They will be aware of how to use a compass.
- They will begin to understand human geography through trips and visits to local areas.
- They will develop life-skills, such as travel training when completing trips and visits to support an understanding of the curriculum.
- These skills enable pupils complete Entry Level History is KS4.
- Visiting museums, historic sites and landmarks will support pupils to develop leisure for life as young adults.

By the end of the M.2 pathway pupils will:

- Have an awareness of the past and the difference and similarities of the past.
- They will be able to say and describe chronology, similarities and differences based on artefacts and photos/drawings/historical records.
- Pupils will say and record their findings using the most appropriate historical language, as well as asking relevant questions of enquiry with minimal prompts and cues.

- They will be able to use a globe, map and atlas independently to locate areas in the UK, oceans and continents.
- Pupils will begin to have an understanding of human geography through trips and visits in the community.
- They will develop life-skills, such as travel training when completing trips and visits to support an understanding of the curriculum.
- These skills enable pupils complete Entry Level History is KS4.
- Visiting museums, historic sites and landmarks will support pupils to develop leisure for life as young adults.

By the end of the M.3 pathway pupils will:

- Be able to say, explain discuss and write about the past and the difference and similarities of the past.
- They will be able to place objects and events in chronological order and say why.
- Pupils will use the most appropriate historical terms and language to explain their findings.
- They will have a good knowledge of the continents and oceans of the world and know how to confidently use a compass.
- They will develop life-skills, such as travel training when completing trips and visits to support an understanding of the curriculum.
- These skills enable pupils complete Entry Level History is KS4.
- Visiting museums, historic sites and landmarks will support pupils to develop leisure for life as young adults.

Learning Intention -- History	Skills	Learning Strategies
Develop an awareness of the past	Pupils will: <ul style="list-style-type: none"> • Understand the difference between the past and the present. • Develop an awareness of the past, using common words and phrases relating to the passing of time. 	Access: <ul style="list-style-type: none"> • Identify and sort objects that belong to the past and the present. • Sequence events of daily life, i.e. I get up, I have breakfast, I go to school etc. • Identify and sort objects that belong to the past and the present. • Visit a range of venues that show the past in a meaningful way – For example The Transport Museum to see the difference between transports from the turn of the 20th Century till now. • The Ragged School to see the difference between schools today and schools in the 19th Century. • Use objects, visuals and pictures to support the understanding, reading and writing of common words and phrases relating to the passing of time, i.e past/present – In the past people used candles (show lit candle) and now they use electric lights (show lights). • Show examples of different everyday objects from the past and in the present – food, clothes etc. • Encourage pupils to say what they can see using sentence starters and visuals using partner, group talk with adult prompts and cues. M.1:

		<ul style="list-style-type: none"> • Sequence events to start developing awareness of the chronological order • Describe and create a time line from birth to now, showing key events such as starting school, moving to secondary school etc. • Create a time line of events that have happened chronologically in pupils lives, i.e. Tim Peake on the Space Centre, the death of the late Queen, the coronation of King Charles. • Visit a range of venues that show the past in a meaningful way - The Transport Museum to see the difference between busses from the turn of the 20th Century until now, focussing on horse drawn busses (with dates), trolley busses (with dates), the new rotemaster. • The Ragged School to see the difference between schools today and schools in the 19th Century, with the dates the first ragged school started and when Lansdowne was built in 2016. • Use objects, visuals and pictures to support the understanding, reading and writing of common words and phrases relating to the passing of time, i.e past/present – In the past people used candles (show lit candle) and now they use electric lights (show lights). • Encourage pupils to describe what they have seen or done through partner or group talk. • Show examples of different everyday objects from the past and in the present – food, clothes etc. Give dates and place in chronological order with adult prompts and cues. <p>M.2:</p> <ul style="list-style-type: none"> • Sequence events to start developing awareness of the chronological order and explain why/how events happened the way they happened. • Describe and create a time line from birth to now, showing key personal events such as starting school, moving to secondary school, as well as national events, i.e. Tim Peake on the Space Centre, the death of the late Queen, the coronation of King Charles. Say and explain the time-line chronological order and why these events are significant. • Visit a range of venues that show the past in a meaningful way - The Transport Museum to see the difference between busses from the turn of the 20th Century until now, focussing on horse drawn
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		<p>busses (with dates), trolley busses (with dates), the new route-master and explain the differences in chronological order.</p> <ul style="list-style-type: none"> • The Ragged School to see the difference between schools today and schools in the 19th Century, with the dates the first ragged school started and when Lansdowne was built in 2016. Say and explain the differences. • Use simple phrases/sentences to describe an the understanding of the past. • Show examples of different everyday objects from the past and in the present – food, clothes etc. Give dates and place in chronological order with adult prompts and cues. <p>M.3:</p> <ul style="list-style-type: none"> • Comparing sources of information to understand different perspectives to understand and explain chronology and how it relates to their circumstances and the wider world through trips, visits studying a range of sources, such artefacts. • Using paired and group talk to explain and question using artefacts, photos and pictures
<p>Identify similarities and differences between ways of life in different periods.</p>	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<p>Access:</p> <ul style="list-style-type: none"> • Focus on everyday life now – where and how we live, transport, school – walk around the local area – comment and name what they see and record findings using visuals and words • Look at specific areas of time (see curriculum planner) and see everyday life in those periods – transport, school etc. record finding using visuals and words. • Trips to places such as the Transport Museum, Ragged School, Museum of London etc to see life in different periods. • Identify famous people who lived in those specific areas and name them. <p>M. 1:</p> <ul style="list-style-type: none"> • Focus on everyday life now – where and how we live, transport, school – walk around the local area – comment and name what they see and record findings using sentences

		<ul style="list-style-type: none"> • Look at specific areas of time (see curriculum planner) and see everyday life in those periods – transport, school etc. Comment and name what can be seen – record findings using sentences. • Make a comparison showing the differences and similarities using visuals, words and sentences. • Trips to places such as the Transport Museum, Ragged School, Museum of London etc to see life in different periods. • Identify famous people who lived in those specific areas and name them <p>M.2:</p> <ul style="list-style-type: none"> • Focus on everyday life now – where and how we live, transport, school – walk around the local area – comment and name what they see and record findings using simple paragraphs • Look at specific areas of time (see curriculum planner) and see everyday life in those periods – transport, school etc. Comment and name what can be seen, using field trips, objects, pictures and photos – record findings using simple paragraphs • Make a comparison and showing the differences and similarities using visuals, words and sentences. Compare how things have changed, i.e busses, schools etc. • Trips to places such as the Transport Museum, Ragged School, Museum of London etc to see life in different periods. • Identify famous people who lived in those specific areas, name them and place in chronological order. <p>M.3:</p> <ul style="list-style-type: none"> • Focus on everyday life now – where and how we live, transport, school – walk around the local area – Explain and record how we live now. • Focus on specific areas of time (see curriculum planner) Explain and record how people lived in those times using field trips, objects, pictures and photos. Record findings in paragraphs. • Trips to places such as the Transport Museum, Ragged School, Museum of London etc to see life in different periods. • Write a short written report evaluating and commenting on the differences between the past and now
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		Identify famous people who lived in those specific areas, name them and place in chronological order.
Develop a wide vocabulary of everyday historical terms	<ul style="list-style-type: none"> • Use visuals, common words and phrases related to the passing of time. • Use a wide vocabulary of everyday historical terms. 	<p>Access:</p> <ul style="list-style-type: none"> • Use a range of visuals /objects and sentence starters to describe historical terms and the passing of time for talking partners and talking groups with adult prompts and cues. • Use phonics skills to decode and common words ('present', 'past') from a 'history' word bank to write about historical terms and the passing of time. • Explore every day historical vocabulary through role play and games <p>M.1:</p> <ul style="list-style-type: none"> • Use a range of visuals /objects and sentence starters to describe historical terms and the passing of time for talking partners and talking groups. • Use phonics skills to decode and common words ('present', 'past') from a 'history' word bank to write about historical terms and the passing of time. • Explore every day historical vocabulary through role play and games <p>M.2:</p> <ul style="list-style-type: none"> • Use a range of visuals/objects to describe and discuss historical terms and the passing of time for talking partners and talking groups. • Use phonics skills to decode and common words ('present', 'past') from a 'history' word bank to write about historical terms and the passing of time. • Explore every day historical vocabulary through role play and games <p>M.3:</p> <ul style="list-style-type: none"> • Apply a variety of more complex historical words and phrases to describe and discuss in groups and extended writing. • Explore every day historical vocabulary through role play and games

<p>Ask and answer questions choosing and using sources to show that they understand key features and events</p>	<ul style="list-style-type: none"> • Ask and answer simple questions using simple sources to show that they know and understand key features of events. • Ask and answer questions, choosing and using a variety of sources to show that they know and understand key features of events. • Ask and answer questions, choosing and using a variety of sources to show that they know and understand key features of events. 	<p>Access:</p> <ul style="list-style-type: none"> • Explore and engage with objects from different periods of time • Use a choice board to answer a simple question about a key event (see curriculum planner)/ pose a simple question using visuals. • Show and describe a simple object from the past and present, saying which is the past and which the present. <p>M.1:</p> <ul style="list-style-type: none"> • Use objects, photos, pictures relating to past and present • Name and understand how the objects were used in the past • Ask and record questions to ask adults or peers about the object and answer simple questions about the object (relating to curriculum planner) <p>M.2:</p> <ul style="list-style-type: none"> • Look at a variety of objects, photos, pictures relating to past and present Explain how these objects were used in the past and reasons for saying so, i.e. photo of Roman shield, sword etc. was used by soldiers who conquered Britain • Know this because this is a photo of the sword which is in the British Museum/Look at the photo and ask where the photo came from and who did it belong to. <p>M.3:</p> <ul style="list-style-type: none"> • Ask simple questions about a range of objects using objects, photos, pictures. • Explain why those questions and answers have been asked and given.
<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<ul style="list-style-type: none"> • Draw, talk or write explaining how we find things out about the past. • Understand some of the ways in which we find out about the past and explain how to explain what has been learnt. 	<p>Access:</p> <ul style="list-style-type: none"> • Trip to the museum and explore different artefacts using adult support and visual prompts <p>M.1:</p> <ul style="list-style-type: none"> • Trip to the museum and identify objects that help us understand how life was in the past <p>M.2:</p>

		<ul style="list-style-type: none"> • Trip to the museum and explain ways in which people learnt about the past <p>M.3:</p> <ul style="list-style-type: none"> • Trip to the museum and compare ways that people used to store information about the past versus modern ways
Learning Intention – Geography	Skills	Learning Strategies
Place Knowledge	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and Directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<p>Access:</p> <ul style="list-style-type: none"> • Create a puzzle/map project with the four countries of the UK and be able to name where they live • Craft project: create your globe and mark the continents and the oceans (phonics skills) • Arrange different objects according to directional vocabulary (up, down, left, right) <p>M.1:</p> <ul style="list-style-type: none"> • Identify the names of continents and oceans on globes and maps and label them on their template • Use the 4 cardinal points to describe their surroundings <p>M.2:</p> <ul style="list-style-type: none"> • Recognise the continents and oceans of the world and describe their location using the 8 cardinal points • Use the 8 cardinal points to describe features and routes on the local area <p>M.3:</p> <ul style="list-style-type: none"> • Recognise the continents and oceans of the world and describe their location using the 8 cardinal points • Use a variety of means (compass, google maps, physical maps, and globes) to describe locations and routes around the world
Human and Physical Geography	<ul style="list-style-type: none"> • 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. 	<p>Access:</p> <ul style="list-style-type: none"> • Recognise pictures of familiar place, be able to name them and write their name (phonics) • Recognise simple symbols that they see every day (e.g. toilet, basic traffic signs, traffic lights) • Fieldwork around the school to demonstrate their route

		<p>M.1:</p> <ul style="list-style-type: none"> • Recognise simple symbols on the map (e.g. tube, train stations etc) and name them • Explain the route they use to come to school • Identify pictures of important buildings (e.g. school, police station) and landmarks in the local community <p>M.2:</p> <ul style="list-style-type: none"> • Recognise a wider range of symbols on the map and their use • Explain ways people can travel to different places and plan a simple route using google maps • Identify key landmarks of London and what they mean <p>M.3:</p> <ul style="list-style-type: none"> • Confidently use the map to explain familiar routes • Identify key landmarks of the world and how you can travel there • Plan a route for a school trip
Location Knowledge	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Access:</p> <ul style="list-style-type: none"> • Visit familiar places in the school and local community • Understand who works and where (e.g. the police officer works in the police station) <p>M.1:</p> <ul style="list-style-type: none"> • Visit local community and identify key buildings • Explain what the buildings are used for • Record the route to one key building using a map of the local area <p>M.2:</p> <ul style="list-style-type: none"> • Visit local community and identify key buildings explaining why they are important in a community • Notice similarities in the human features (buildings, roads, etc) • Record the route to those places using a map of the local area and identify different ways to go there

		<p>M.3:</p> <ul style="list-style-type: none">• Visit local community and record key human and physical features from their list• Explain similarities and differences in those features• To document how the local community has changed over the years
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