

### St. Dominic's School KS2 – KS4 Subject Overview: Humanities

**Curriculum Intent:** To enable people with hidden disabilities to be fully included in society is increasingly complex and challenging. Our moral responsibility is to ensure that pupils and students **'achieve ambitious goals and live life to the full'** through a purposeful curriculum that is rooted in our collective knowledge and understanding.

**Subject specific intent:** To ensure that pupils and students of all abilities and SEN are equipped with the skills to weigh evidence and think critically about the world in which they live, enabling them to be informed and active citizens in a democratic society.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Values</b>	<b>Myself</b>		<b>My Context</b>		<b>The Wider World</b>	
	<b>I am me</b>	<b>I matter</b>	<b>I am unique</b>	<b>I belong</b>	<b>I am safe</b>	<b>I am prepared</b>
Functional independence	<b>Self-Care</b>	<b>Functional Motor and Sensory Skills</b>	<b>Independent Living Skills</b>	<b>Independent Living Skills</b>	<b>Personal Safety and Welfare</b>	<b>Organisation and Preparation for Work</b>
Learning to Learn	<b>Self-Managers</b>	<b>Independent Enquirers</b>	<b>Reflective Learners</b>	<b>Team Workers</b>	<b>Effective Participators</b>	<b>Creative Thinkers</b>
Language and communication	<b>Attention, Listening and Understanding</b>	<b>Vocabulary</b>	<b>Narrative Skills</b>	<b>Social Interaction</b>	<b>Social Interaction</b>	<b>Social Interaction</b>
Myself and others	<b>Moral Understanding</b>	<b>Emotional Resilience</b>	<b>Spiritual Understanding</b>	<b>Cultural Tolerance</b>	<b>Citizenship</b>	<b>Social Understanding of the Wider World</b>
Reading	<b>Retelling</b>	<b>Literal questioning</b>	<b>Prediction</b>	<b>Inference</b>	<b>Inference</b>	<b>Evaluation</b>
Writing Y3-7 GPVS	<b>Combining words, phrases and clauses</b>	<b>Grammatical terms and word classes</b>	<b>Standard English and formality /functions of sentences</b>	<b>Punctuation</b>	<b>Verb forms/tenses and consistency</b>	<b>Vocabulary</b>
Writing Y8-11 GPVS	<b>Sentences and Clauses</b>	<b>Nouns, Verbs and tenses</b>	<b>Adjectives, adverbs and grammar</b>	<b>Possession and Speech</b>	<b>Cohesion, organisation and presentation</b>	<b>Punctuation</b>
Writing Y3-11 Composition	<b>Plan and organise</b>	<b>Narrate and describe</b>	<b>Extend</b>	<b>Summarise</b>	<b>Adapt</b>	<b>Edit and revise</b>
Numeracy Y3-7	<b>Number and Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions, Decimals and Percentages</b>	<b>Shape, Space and Measures</b>	<b>Data Handling</b>
Number Y8-11	<b>Number</b>	<b>Algebra</b>	<b>Reasoning, Multiplication and Division</b>	<b>Proportions and Proportional Change</b>	<b>Geometry</b>	<b>Data Handling</b>

<p>Year 3</p>	<p><b>My History</b></p> <p><u>Past and Present</u></p> <p>I can talk about events in my life. SAY</p> <p>I can talk about things I did in the past and things I do now. SAY</p> <p>I can put three events in my life in order. SAY</p> <p><u>Composition (English)</u></p> <p>Make up phrases or short sentences to express thoughts aloud about topic.</p>	<p><b>The UK</b></p> <p><u>Place and Location</u></p> <p>I can say my address. SAY</p> <p>I can name the four countries of the UK. SAY</p> <p><u>Geographical skills</u></p> <p>I can find North, South, East and West on a map. SAY</p> <p><u>Composition (English)</u></p> <p>Write sentences by saying out loud what I am about to write.</p>	<p><b>From Stone to Iron</b></p> <p><u>British History</u></p> <p>I can talk about things that have happened in Britain in the past. SAY</p> <p>I can put three events from Britain's past in order. SAY</p> <p>I can repeat a story from Britain's past. SAY</p> <p><u>Composition (English)</u></p> <p>Use more than one adjective to describe an object.</p>	<p><b>Volcanoes</b></p> <p><u>Geographical Skills</u></p> <p>I can make a sketch map. SAY</p> <p><u>Physical &amp; Human Processes</u></p> <p>I can name some ways that natural forces have shaped the landscape. SAY</p> <p>I can name some physical (i.e. natural) features of a landscape. SAY</p> <p><u>GPVS (English)</u></p> <p>Use question mark and exclamation mark sometimes.</p>	<p><b>Ancient Egypt</b></p> <p><u>World History</u></p> <p>I can talk about things that happened in Egypt in the past. SAY</p> <p>I can name some things that we have today which came from ancient Egypt. SAY</p> <p>I can remember three key words relating to ancient Egypt. SAY</p> <p><u>GPVS (English)</u></p> <p>Say when something is happening now and when it has already happened..</p>	<p><b>Rainforests</b></p> <p><u>Geographical Skills</u></p> <p>I can ask simple geographical questions. SAY</p> <p><u>Physical and Human Processes</u></p> <p>I can name some ways in which people can get from one place to another. SAY</p> <p>I can name some ways in which humans damage the environment. SAY</p> <p><u>Composition (English)</u></p> <p>Listen to writing being re-read and change or add to it..</p>
<p>Year 4</p>	<p><b>Ancient Greece</b></p> <p><u>World History</u></p> <p>I can repeat a story from ancient Greece. SAY</p> <p>I can identify Greece on a map of the world. DESCRIBE</p> <p>I can describe some of the achievements of ancient Greece. DESCRIBE</p> <p><u>Composition (English)</u></p> <p>Record sentences and use a simple plan to organise thoughts.</p>	<p><b>Around The World</b></p> <p><u>Place and Location</u></p> <p>I can name the five oceans. SAY</p> <p>I can name the seven continents. SAY</p> <p><u>Geographical Skills</u></p> <p>I can say what I see. SAY</p> <p><u>Composition (English)</u></p> <p>Use some noun phrases to describe an object without prompting..</p>	<p><b>Roman Britain</b></p> <p><u>British History</u></p> <p>I can ask questions to help me understand key words that I don't understand. SAY</p> <p>I can describe changes that happened during the Roman occupation of Britain. DESCRIBE</p> <p><u>Past &amp; Present</u></p> <p>I can describe ways in which my life is different from that of someone living in Roman Britain. DESCRIBE</p> <p><u>Composition (English)</u></p>	<p><b>Study of a city and a small town</b></p> <p><u>Geographical Skills</u></p> <p>I can describe some features on an OS map. DESCRIBE.</p> <p><u>Physical &amp; Human Processes</u></p> <p>I can describe how [some places we are studying] are connected. DESCRIBE</p> <p>I can describe how [a locality we are studying] might be improved. DESCRIBE</p> <p><u>GPVS (English)</u></p> <p>Use full stops, question marks and exclamation marks most of the time.</p>	<p><b>Anglo-Saxons</b></p> <p><u>Past and Present</u></p> <p>I can sequence six incidents from an historic story. DESCRIBE</p> <p>I can describe different kinds of information about the past (e.g. archaeological, written and oral). DESCRIBE</p> <p><u>Place and Location (Geography)</u></p> <p>I can name the seas around the UK. SAY</p> <p><u>GPVS (English)</u></p>	<p><b>Settlement</b></p> <p><u>Geographical Skills</u></p> <p>I can carry out simple fieldwork observations. DESCRIBE</p> <p><u>Physical and Human Processes</u></p> <p>I can describe how humans have changed a landscape over time. DESCRIBE</p> <p>I can describe why people might want to live in a particular location. DESCRIBE</p> <p><u>GPVS (English)</u></p> <p>Use synonyms to improve writing.</p>

			Use more than one sentence to describe a person or an object.		Use knowledge to write sentences in the past and present with support.	
Year 5	<p><b>Vikings</b></p> <p><u>British History</u></p> <p>I can describe what life was like in Viking Britain. DESCRIBE</p> <p><u>Past &amp; Present</u></p> <p>I can describe ways in which my life is different from that of someone living in the past. DESCRIBE</p> <p>I can describe modern and older things and what makes them different. DESCRIBE</p> <p><u>Composition (English)</u></p> <p>Can write about real events</p>	<p><b>Eastern Europe</b></p> <p><u>Place &amp; Location</u></p> <p>I know ways to find out where a country or city is in the world. KNOW</p> <p><u>Physical and Human Processes</u></p> <p>I can describe the physical features of a landscape using a word bank. DESCRIBE.</p> <p><u>Geographical Skills</u></p> <p>I can find 8 points of the compass (N, NE, E, SE, S, SW, W, NW). DESCRIBE</p> <p><u>Composition (English)</u></p> <p>Can write down ideas and key words before beginning to write</p>	<p><b>Monarchy to Democracy</b></p> <p><u>British History</u></p> <p>I can describe one of the major events in Britain's evolution from a monarchy into a democracy. DESCRIBE</p> <p>I can put six events from British history on a pre-prepared timeline. DESCRIBE</p> <p><u>Past &amp; Present</u></p> <p>I can use the words: ancient, modern, century, evidence, history. DESCRIBE</p> <p><u>Composition (English)</u></p> <p>Can read work and check for errors</p>	<p><b>Enough for Everyone</b></p> <p><u>Place &amp; Location</u></p> <p>I can find the seven continents on a map. DESCRIBE</p> <p><u>Geographical Skills</u></p> <p>I know how to construct appropriate charts and graphs. KNOW</p> <p><u>Physical &amp; Human Processes</u></p> <p>I know how to describe human processes that have shaped a landscape using general vocabulary (e.g. towns getting bigger). KNOW</p> <p><u>Composition (English)</u></p> <p>Can use headings and sub-headings</p>	<p><b>Early Islamic Civilizations</b></p> <p><u>World History</u></p> <p>I can describe a key event in the history of the early Islamic empires. DESCRIBE</p> <p>I can describe how what was happening in the early Islamic empires was different from what was happening in Britain at the same time. DESCRIBE</p> <p>I can describe how some of the things we have today came to us from the early Islamic empires. DESCRIBE</p> <p><u>Composition (English)</u></p> <p>Can organize paragraphs around a theme</p>	<p><b>Maps and Mountains</b></p> <p><u>Physical &amp; Human Processes</u></p> <p>I can describe from a diagram how a physical process shapes the landscape. DESCRIBE</p> <p>I know how to describe the physical features of a place using key vocabulary. KNOW</p> <p><u>Place &amp; Location</u></p> <p>I know where to find some mountain ranges and rivers on a map and a globe (e.g. Himalayas, Urals, Alps, Rockies, Andes, Amazon, Mississippi, Nile, Danube. KNOW</p> <p><u>Composition (English)</u></p> <p>Can proof read</p>
Year 6	<p><b>Crime and Punishment</b></p> <p><u>British History</u></p> <p>I know how to create a timeline. KNOW</p> <p>I know some of the causes of change in attitudes to crime and punishment. KNOW</p>	<p><b>Changing World</b></p> <p><u>Geographical Skills</u></p> <p>I know how to frame questions for a fieldwork observation. KNOW.</p> <p><u>Physical &amp; Human Processes</u></p> <p>I know how to describe the human features of a place using key vocabulary. KNOW</p>	<p><b>Second World War</b></p> <p><u>World History</u></p> <p>I know why the Second World War is considered a key moment in world history. KNOW</p> <p>I can ask appropriate questions about cause and consequence. KNOW</p>	<p><b>Rivers</b></p> <p><u>Geographical Skills</u></p> <p>I know how to use a key to interpret a map. KNOW</p> <p><u>Physical &amp; Human Processes</u></p> <p>I know how to describe the physical processes that have shaped a landscape using general vocabulary. KNOW</p>	<p><b>History of Hambledon (local study)</b></p> <p><u>British History</u></p> <p>I know the key sources of information for the history of Hambledon. KNOW</p> <p>I know how life in Hambledon has changed over time. KNOW</p>	<p><b>The Americas and Trade</b></p> <p><u>Place and Location</u></p> <p>I know about time zones. KNOW</p> <p><u>Geographical Skills</u></p> <p>I know how to find a place on a map from a 4-figure grid reference. KNOW</p>

	<p>I know about crime and punishment from more than one perspective. <b>KNOW</b></p> <p><u>Composition (English)</u></p> <p>Discuss ideas before writing and use plan.</p>	<p>I know some of the ways human behaviour will need to change to protect the environment. <b>KNOW</b></p> <p><u>GPVS (English)</u></p> <p>Use a capital letter for the names of people, places, days of the week and for 'I'.</p>	<p>I can write an account of an historical event with appropriate scaffolding. <b>KNOW</b></p> <p><u>GPVS (English)</u></p> <p>Use capital letters and full stops consistently.</p>	<p><u>Place and Location</u></p> <p>I know where to find some mountain ranges and rivers on a map and a globe (e.g. Himalayas, Urals, Alps, Rockies, Andes, Amazon, Mississippi, Nile, Danube. <b>KNOW</b></p> <p><u>Composition (English)</u></p> <p>Identify three main ideas from written source and use own words to summarise.</p>	<p><u>Past &amp; Present</u></p> <p>I know how to describe some things by period and date. <b>KNOW</b></p> <p><u>GPVS (English)</u></p> <p>Check verbs to make sure they are consistently written in the past, present or future tense..</p>	<p><u>Physical &amp; Human Processes</u></p> <p>I know how places are linked in many ways (i.e. not just by transport infrastructure). <b>KNOW</b></p> <p><u>Composition (English)</u></p> <p>Check writing as independently as possible for GPVS errors.</p>
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<p>Year 7</p>	<p><b>Progress in Geography Units 1-3</b></p> <p><i>What is a Geographer? Is the Earth running out of natural resources? What is an economy?</i></p> <p><u>Geographical Skills</u></p> <p>I understand how to find a place on a map from a 6-figure reference. UNDERSTAND</p> <p>I understand how to find a place on a map from an aerial photo. UNDERSTAND</p> <p><u>Physical and Human Processes</u></p> <p>I understand both sides in the conflict between environmental and economic issues. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Write sentences by saying out loud what I am about to write.</p>	<p><b>Medieval Realms 1066-1509</b></p> <p><u>British History</u></p> <p>I understand how to use dates to show continuity and change. UNDERSTAND</p> <p>I understand that historical questions may not have simple answers. UNDERSTAND</p> <p><u>Past and Present</u></p> <p>I understand the Medieval period as a coherent chronological narrative. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Use synonyms.</p>	<p>See RE overview</p>	<p><b>Progress in Geography Units 4 &amp; 5</b></p> <p><i>What is weather and climate? Is the geography of Russia a curse or a benefit?</i></p> <p><u>Geographical Skills</u></p> <p>I understand how to extract data from graphs and charts. UNDERSTAND</p> <p><u>Physical and Human Processes</u></p> <p>I understand how to describe the similarities and differences between two landscapes using key vocabulary. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Identify five main ideas from written source and use own phrases to summarise.</p>	<p><b>Reformation &amp; Rebellion 1509-1745</b></p> <p><u>British History</u></p> <p>I understand how to use different pieces of information to build an answer to a question. UNDERSTAND</p> <p><u>Past &amp; Present</u></p> <p>I understand and can explain how different interpretations of an historical event may have arisen. UNDERSTAND</p> <p>I understand that some events are more significant than others and can say why. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Use persuasive language.</p>	<p>See RE overview</p>
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<p>Year 8</p>	<p><b>Progress in Geography Units 6-8</b></p> <p><i>Why are rivers important? What is development? How are populations changing?</i></p> <p><u>Geographical Skills</u></p> <p>I understand how to read gradient, contour and spot heights on an OS map. UNDERSTAND</p> <p><u>Physical and Human Processes</u></p> <p>I understand how to use key terminology (e.g. urbanisation) to describe the human processes that have shaped a landscape. UNDERSTAND</p> <p>I understand both sides in the conflict between environmental and economic issues. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Write down key words/ideas before writing.</p>	<p><b>Industry &amp; Empire 1745-1918 (inc Slave Trade)</b></p> <p><u>British History</u></p> <p>I understand that historical writing needs to include the strengths and weaknesses of different views. UNDERSTAND</p> <p>I can express an opinion about the legacy of the British empire. UNDERSTAND</p> <p><u>World History</u></p> <p>I understand some ways in which the history of Britain has had an impact on other countries. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Use knowledge learnt from reading in writing.</p>	<p>See RE overview</p>	<p><b>Progress in Geography Units 9 &amp; 10</b></p> <p><i>What happens when the land meets the sea? How is Asia being transformed?</i></p> <p><u>Geographical Skills</u></p> <p>I understand how to find a place on a map from an aerial photograph. UNDERSTAND</p> <p><u>Physical &amp; Human Processes</u></p> <p>I understand how to use key terminology (e.g. hydraulic action) to describe the physical processes that have shaped a landscape. UNDERSTAND</p> <p>I understand how economic activity links regions. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Identify at least five main ideas from written source and use full sentences to summarise.</p>	<p><b>War &amp; Peace 1918-Present (inc Holocaust)</b></p> <p><u>World History</u></p> <p>I understand some ways in which the history of Europe has had an impact on Britain. UNDERSTAND</p> <p><u>Past and Present</u></p> <p>I understand that in history some things change and other things continue unchanged. UNDERSTAND</p> <p>I understand the difference between primary and secondary sources. UNDERSTAND</p> <p><u>Composition (English)</u></p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>See RE overview</p>
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<p>Year 9</p>	<p><b>Progress in Geography Units 11-12</b></p> <p><i>Can we ever know enough about earthquakes and volcanoes to live safely?</i> <i>What are the challenges and opportunities for Africa?</i></p> <p><u>Geographical Skills</u></p> <p>I can use geographical data to draw conclusions. USE</p> <p><u>Physical and Human Processes</u></p> <p>I can use my knowledge of physical features to write at length and in detail about a landscape. USE</p> <p>I can use my knowledge of human processes to write at length and in detail about how a landscape will change over time. USE</p> <p><u>Composition (English)</u></p> <p>Know how to plan writing by talking about similar writing.</p>	<p><b>America in the 20th century</b></p> <p><u>World History</u></p> <p>I can use my knowledge of the history of Britain and the history of America to write about the impact they have had on each other. USE</p> <p>I can use my knowledge of the history of Britain and America to explain differences between those countries today. USE</p> <p><u>Past and Present</u></p> <p>I can use historical sources to assess historical claims. USE</p> <p><u>GPVS (English)</u></p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>See RE overview</p>	<p><b>Progress in Geography Units 13-15</b></p> <p><i>How does ice change the world?</i> <i>Why is the Middle East an important world region?</i> <i>Climate change and the Earth's future?</i></p> <p><u>Physical &amp; Human Processes</u></p> <p>I can use my knowledge of physical processes to write about how a landscape will change over time. USE</p> <p>I can use my knowledge to write at length and in detail about the way in which localities are linked. USE</p> <p>I can use my knowledge to write at length and in detail about threats to the environment and how they might be reduced. USE</p> <p><u>Composition (English)</u></p> <p>Explain message of a written text in own words.</p>	<p><b>History All Around (local study)</b></p> <p><u>British History</u></p> <p>I can use my knowledge to support my opinion on an historical question. USE</p> <p><u>Past and Present</u></p> <p>I can use my knowledge to place historical events in a coherent chronological narrative. USE</p> <p>I can use my knowledge to work out the meaning of unfamiliar terms. USE</p> <p><u>Composition (English)</u></p> <p>Use AFOREST technique when writing persuasively..</p>	<p>See RE overview</p>
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Year 10	<p><b>Conflict &amp; Tension in Asia 1950-75</b></p> <p><u>Past and Present</u></p> <p>I can construct my own notes on the topic we are studying. ANALYSE</p> <p>I can provide relevant evidence relating to an historical event. ANALYSE</p> <p><u>Composition (English)</u></p> <p>Use knowledge to summarise and organise material.</p>	<p><b>Conflict &amp; Tension in Asia 1950-75</b></p> <p><u>Past and Present</u></p> <p>I can recognise and describe similarities and differences between sources. ANALYSE</p> <p>I can recognise and describe similarities and differences between interpretations. ANALYSE</p> <p><u>Composition (English)</u></p> <p>Support ideas and arguments with necessary factual evidence.</p>	<p><b>Conflict and Tension in Asia 1950-1975</b></p> <p><u>Past and Present</u></p> <p>I can weigh both the strengths and weaknesses of an historical argument. ANALYSE</p> <p>I can provide sustained and detailed explanations of historical events. EVALUATE</p> <p><u>Composition (English)</u></p> <p>Plan writing by noting and developing initial ideas with research and reading.</p>	<p><b>Norman England c.1066-c.1100</b></p> <p><u>Past and Present</u></p> <p>I can explain similarities and differences between sources. EVALUATE</p> <p>I can organise and communicate historical knowledge in different ways. EVALUATE</p> <p><u>Composition (English)</u></p> <p>Precis complex and detailed accounts and arguments accurately.</p>	<p><b>Norman England c.1066-c.1100</b></p> <p><u>Past and Present</u></p> <p>I can explain similarities and differences between interpretations. EVALUATE</p> <p>I can weigh the strengths and weaknesses of conflicting historical arguments. EVALUATE</p> <p><u>Composition (English)</u></p>	<p><b>Norman England c.1066-c.1100</b></p> <p><u>Past and Present</u></p> <p>I can study independently. MAKE LINKS</p> <p>I can make valid historical claims using a range of sources. MAKE LINKS</p> <p><u>Composition (English)</u></p> <p>Assess and edit writing by ensuring that the correct tense is used throughout.</p>
Year 11	<p><b>Norman England c.1066-c.1100</b></p> <p><u>Past and Present</u></p> <p>I can explain how and why different interpretations of historical events have been constructed. MAKE LINKS</p> <p>I can explain the strengths and weaknesses of sources. MAKE LINKS</p> <p><u>Composition (English)</u></p> <p>Consider appropriate language, tone and format to use.</p>	<p><b>Norman England c.1066-c.1100</b></p> <p><u>Past and Present</u></p> <p>I can substantiate my own judgements about interpretations with detailed evidence. MAKE LINKS</p> <p>I can show awareness of the provisional nature of historical explanations. EXTEND</p> <p><u>Composition (English)</u></p> <p>Critically examine writing to ensure that it has positive impact on the reader.</p>	<p><b>Germany 1890-1945 Democracy and Dictatorship</b></p> <p><u>Past and Present</u></p> <p>I consistently deepen my knowledge by independent study of the historical issues about which we are learning. EXTEND</p> <p>I can support my own judgement on sources with detailed evidence. EXTEND</p> <p><u>GPVS (English)</u></p> <p>Use new vocabulary in work.</p>	<p><b>Germany 1890-1945 Democracy and Dictatorship</b></p> <p><u>Past and Present</u></p> <p>I can explain why some people, events and developments have been accorded significance. EXTEND</p> <p>I can demonstrate originality in my thinking with supportive evidence. EXTEND</p> <p><u>Comprehension (English)</u></p> <p>Draw inference from challenging texts.</p>	<p><b>Exam revision: Paper 1 and 2 practice</b></p> <p><u>Writing GPVS</u></p> <p>Understand how to ensure that the correct GPVS is used when producing extended pieces of writing.</p> <p><u>Writing – Composition</u></p> <p>Ensure that knowledge of audience and purpose for writing is secure and is linked closely to the exam question or task.</p>	<p><b>External exams</b></p> <p>N/A</p>