



# Humanities curriculum outline

---

History, Geography, Religion



Year	Term	History	Geography	Religion & Worldviews
3	Autumn 1	<b>Ancient Egypt</b> <i>In what ways did ancient Egypt change?</i>	<b>Rivers</b> <i>How do rivers, people and land affect each other?</i>	<b>Hinduism (1)</b> <b>Rama and Sita</b> <i>What does the story of Rama and Sita mean to Hindu peoples?</i>
	Autumn 2	<b>Cradles of civilisation</b> <i>How similar and how different were Ancient Egypt and Ancient Sumer?</i>	<b>Mountains</b> <i>How do mountains and people affect each other?</i>	<b>Hinduism (2)</b> <b>More Hindu stories</b> <i>What do Hindus learn from Vishnu's stories and symbols?</i>
	Spring 1	<b>Indus Valley Civilisation</b> <i>How do we know about the Indus Valley civilisation?</i>	<b>Settlements</b> <i>How are settlements similar and different?</i>	<b>Hinduism (3)</b> <b>Living Hindu traditions</b> <i>How do Hindus show their devotion?</i>
	Spring 2	<b>Persia and Greece</b> <i>What did Greek city-states have in common?</i>	<b>Agriculture</b> <i>How are we connected to farmers?</i>	<b>Judaism (1)</b> <b>Abraham, Isaac &amp; Jacob</b> <i>Why is the Promised Land so important in Judaism?</i>
	Summer 1	<b>Ancient Greece</b> <i>What can historians learn from the sources from Ancient Greece?</i>	<b>Volcanoes</b> <i>How do volcanoes affect a place?</i>	<b>Judaism (2)</b> <b>Joseph, Moses &amp; the Exodus</b> <i>Why do Jews celebrate the festival of Passover?</i>
	Summer 2	<b>Alexander the Great</b> <i>How did Alexander the Great conquer so much land?</i>	<b>Climate and biomes</b> <i>How does the climate affect the way people live?</i>	<b>Judaism (3)</b> <b>The kings, the temple and living as a Jew</b> <i>How do Jews today show the importance of the Jewish Temple and the kingdom of Israel</i>

# 4

Autumn 1	<p><b>The Roman Republic</b></p> <p><i>How much power did the senate have in the Roman Republic?</i></p>	<p><b>Rhine and Mediterranean</b></p> <p><i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>	<p><b>Christianity (1)</b></p> <p><b>The family of Jesus</b></p> <p><i>Why is the idea of 'Messiah' so important to Christians?</i></p>
Autumn 2	<p><b>The Roman Empire</b></p> <p><i>What can sources reveal about Roman ways of life?</i></p>	<p><b>Population</b></p> <p><i>How and why does population distribution vary across Great Britain?</i></p>	<p><b>Christianity (2)</b></p> <p><b>The birth of Jesus</b></p> <p><i>How do Christians express their beliefs about Jesus at Christmas time?</i></p>
Spring 1	<p><b>Roman Britain</b></p> <p><i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p><b>Coastal processes and landforms</b></p> <p><i>How does the location of west Wales affect its coast?</i></p>	<p><b>Christianity (3)</b></p> <p><b>The life and teachings of Jesus</b></p> <p><i>How does the life and teaching of Jesus affect the way in which Christians live?</i></p>
Spring 2	<p><b>Christianity in three empires</b></p> <p><i>What made each early Christian state special?</i></p>	<p><b>Tourism</b></p> <p><i>How do tourists interact with a place?</i></p>	<p><b>Christianity (4)</b></p> <p><b>The death and resurrection of Jesus</b></p> <p><i>What do the death and resurrection of Jesus mean in Christian traditions?</i></p>
Summer 1	<p><b>Islamic civilisations (1)</b></p> <p><b>Arabia and early Islam</b></p> <p><i>What kind of change did Muhammad bring about in Arabia?</i></p>	<p><b>Earthquakes</b></p> <p><i>What are the effects of earthquakes on people and environments?</i></p>	<p><b>Christianity (5)</b></p> <p><b>The message of Jesus spreads</b></p> <p><i>How did Christianity develop in the early Church and how do we know?</i></p>
Summer 2	<p><b>Islamic civilisations (2)</b></p> <p><b>Cordoba: city of light</b></p> <p><i>How did worlds come together in Muslim Cordoba?</i></p>	<p><b>Deserts</b></p> <p><i>Why are deserts located where they are?</i></p>	<p><b>Islam (1)</b></p> <p><b>Ramadan</b></p> <p><i>What does Ramadan mean to Muslims today?</i></p>

# 5

	Autumn 1	<p><b>Islamic Civilisations (3)</b>  <b>The round city: Baghdad</b>  <i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p>	<p><b>Why is California so thirsty?</b>  <i>Why is California so thirsty?</i></p>	<p><b>Islam (2)</b>  <b>The stories of the prophets</b>  <i>What do Muslims learn from the prophets as role models?</i></p>
	Autumn 2	<p><b>Anglo-Saxon Britain</b>  <i>How have historians learned about Anglo-Saxon Britain?</i></p>	<p><b>Oceans</b>  <i>How do people and oceans affect each other?</i></p>	<p><b>Islam (3)</b>  <b>Living Muslim traditions</b>  <i>What lies behind the traditions of hajj?</i></p>
	Spring 1	<p><b>Vikings in Britain (1)</b>  <b>Lady of the Mercians</b>  <i>Why did Vikings dominate large parts of Britain by 910?</i></p>	<p><b>Migration</b>  <i>How is migration causing change in the Shetland Islands?</i></p>	<p><b>Christianity (6)</b>  <b>Living Christian traditions</b>  <i>How are Christian beliefs and practices around the world similar and different?</i></p>
	Spring 2	<p><b>Norse culture</b>  <i>How were the Norse connected with other lands and peoples?</i></p>	<p><b>North and South America</b>  <i>To what extent do the places people live vary across North and South America?</i></p>	<p>SCHOOL DESIGNED UNIT</p> <p><b>Christianity (7)</b>  <b>Christian sites and spaces, including visit to local church</b>  <i>School-designed unit on two Christian places of worship and communities, integrating a visit to one of them and drawing heavily on earlier Christianity units, especially Christianity 6.</i></p>
	Summer 1	<p><b>Vikings in Britain (2)</b>  <b>Changing Rulers, Changing Worlds</b>  <i>How did the Vikings shape Britain?</i></p>	<p><b>The Amazon</b>  <i>In what ways does the geography of South America affect life in the Amazon?</i></p>	<p><b>Buddhism (1)</b>  <b>The prince who became the Buddha</b>  <i>How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live?</i></p>
	Summer 2	<p>SCHOOL DESIGNED UNIT</p> <p><b>Local history study</b>  See <a href="#">local history guidance in the Year 5 history resources</a></p>	<p><b>Interconnected Amazon</b>  <i>How does agriculture in the Amazon interact with other parts of the world?</i></p>	<p><b>Buddhism (2)</b>  <b>Buddhist stories and traditions</b>  <i>What do Buddhist stories teach Buddhists about enlightenment?</i></p>

# 6

Autumn 1	<p><b>The Maya</b></p> <p><i>How have historians learned about the Maya?</i></p>	<p><b>Energy and climate change</b></p> <p><i>In what ways can our actions locally benefit people globally?</i></p>	<p><b>Sikhism (1)</b></p> <p><b>The teaching of the gurus</b></p> <p><i>What do Sikhs learn from the gurus?</i></p>
Autumn 2	<p><b>Medieval African kingdoms</b></p> <p><i>How similar and different were medieval Ethiopia and Benin?</i></p>	<p><b>Ethiopia</b></p> <p><i>To what extent is Ethiopia a diverse country?</i></p>	<p><b>Sikhism (2)</b></p> <p><b>Living Sikh traditions</b></p> <p><i>How do Sikh traditions show Sikh beliefs?</i></p>
Spring 1	<p><b>Cities in time (1)</b></p> <p><b>This Manchester man</b></p> <p><i>What can one man's story reveal about a nineteenth-century industrial city?</i></p>	<p><b>Changing Birmingham</b></p> <p><i>What was the greatest change in Birmingham between 1750 and 2020?</i></p>	<p>SCHOOL DESIGNED UNIT</p> <p><b>Holy spaces and places</b></p> <p><b>A study of a religious site, integrating a visit to it.</b></p>
Spring 2	<p><b>Britain in the era of the Second World War</b></p> <p><i>How diverse were experiences of British people in the era of the Second World War?</i></p>	<p><b>Jamaica</b></p> <p><i>What is a preferable future for Jamaica's tourist industry?</i></p>	<p><b>Roots of humanism (1)</b></p> <p><b>Stories which point to truth</b></p> <p><i>What can we learn from Aesop's fables about living a moral life?</i></p>
Summer 1	<p><b>Cities in time (2)</b></p> <p><b>Contrasting cities</b></p> <p><i>What have cities across time held in common?</i></p>	<p>SCHOOL DESIGNED DOUBLE UNIT</p> <p><b>Local geographical enquiry</b></p> <p>Setting up a fieldwork enquiry; revisiting and practising the stages of the enquiry process taught across the key stage</p> <p><i>Disciplinary question developed by the pupils.</i></p>	<p><b>Roots of humanism (2)</b></p> <p><b>Reason and revelation</b></p> <p><i>What questions have people asked about what we can and cannot know?</i></p>
Summer 2	<p>SCHOOL DESIGNED UNIT</p> <p><b>Local history study</b></p>		<p><b>Christianity (8)</b></p> <p><b>Christians create: two worlds of music and art</b></p> <p><i>How has art expressed belief?</i></p>