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| Subject: | Humanities (The Development of the Community) Globally | |  |
| Class: T6 | Teacher: Lola Benson | Term: Autumn 1 | |
| Key Vocabulary: | Alternative Learning Environments Forest school, walks around local area, local castle visits. | Resources: Power points, worksheets, youtube videos, | |

Unit Aim: This unit aims for pupils to have a better knowledge and understanding of their local area, both historically and in terms of the geographical qualities. By starting with the local area pupils will hopefully find it easier to branch out to national history and geography and eventually global history and geography. Pupils will have plenty of opportunity for first hand learning and home activities to allow consolidation of learning and gaining insight from people close to them.

Prior Learning: Pupils may have covered some local history in terms of family and local area in primary and should have a basic knowledge of compass directions, human and physical features.

Future Learning: Pupils will go on to learn about how Britain has become more multicultural over time. They will consider if it has always been that way? Considering the changes in immigration, areas where different cultures live in Britain, languages spoken. Historical and modern issues around race and culture within Britain as a whole and not just their local area.

Unit Expectations:

All: All pupils will be able to distinguish between human and physical features and be able to name at least one local site

Some: Some pupils will be able to name multiple historical sites and explain a geographical feature of our local area such as the fact the Medway towns are built on chalk

A Few: A few pupils will be able to explain some parts of local history in more detail. A few pupils will be able to draw a map and use compass points correctly to direct someone to a point of interest.

Links with other subjects:

ICT: Research and power point presentations.

Art: Creating posters

Literacy: Writing and reading skills

Citizenship: Understanding how communities work together

RE: how religion plays a part in our local community

Pupil Asset Milestones to be achieved:

Subject Geography

using specific historical vocabulary about the passing of time (for example era, period, age, decade, century).

recognising their own lives are different from the lives of people in the past (for example compare a Victorian school day to their school day).

identifying some of the different types of sources which represent the past

constructing answers that describe some of the topics, events and people they have studied. Evidence for this should be gathered over a topic.

Subject Geography

comparing the characteristics of different areas within their local community (e.g. there is more wildlife near the river than near the factory).

describing physical and human features of places (e.g. that building is a church which has a spire; the cliffs are white and are near the sea).

expressing their views on features of the environment within a wider locality (e.g. my favourite place to visit in Kent is).

| Week | Session 1 |
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| 1 | <p>Lesson Objective What are humanities subjects? I can consider what I already know about our global continents.</p> <p>Activities Discuss and identify the topics that is covered in Humanities</p> |

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| | <p>Group discussion about what history or geographical facts we know about the SEVEN continents. Explain to pupils the importance of understanding more about our global community and how it has developed. https://geology.com/world/world-map.shtml</p> <p>Pupils to use laptops to find old and an image of an atlas and complete identifying continents and oceans work sheet.</p> <p>Plenary: Group discussion about our findings.</p> |
| 2 | <p>Lesson Objective</p> <p>I can make observations about the world around me</p> <p>Activities</p> <p>Discuss the difference between human and physical features (powerpoint)</p> <p>Walk to the top of the hill opposite and take clipboards and paper/pencils. Pupils can either draw or write the things they can see. Pupils to then categorise their observations as either human or physical</p> <p>Plenary: Class discussion to answer the question “Was there anything different there than what you can see from where you live?”</p> |
| 3 | <p>Lesson Objective</p> <p>I can understand the basic geography of my local area</p> <p>Activities</p> <p>Class discussion about different parts of geography within our local area. Have we got mountains or are we flat? Do we have a coast line or are we inland? Consider how the coastline of Kent is continually changing, due to uplift, sedimentation, and marine erosion. Look at the river Medway and how it joins the river Thames. Use images on interactive whiteboard to support this.</p> <p>Pupils to have a set of human and physical features of our local area, sort into the correct category.</p> <p>Plenary: To write an explanation of where in Kent they would prefer to live and why? (coastal, inland, near the river, flat or hilly area)</p> |
| 4 | <p>Lesson Objective</p> <p>I can name some local points of interest</p> <p>Activities</p> <p>To consider places they have been, sites they have seen or heard of in the local area, either human or physical eg: Rochester castle, Chatham dockyard, New Tavern Fort (Riverside), Statue of Princess Pocahontas, London sites, North Downs, River Medway, beaches</p> |

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| | <p>etc. Choose one and make a poster advertising this area for a tourist. Consider why this is a good place to visit, where it is and the history or geography relating to it. Pupils can draw or use their laptops to design.</p> <p>Plenary: Share our chosen places and posters.</p> |
| 5 | <p>Lesson Objective</p> <p>I can use directions to create a map of our school</p> <p>Activities</p> <p>Discuss directions and compasses. Pupils to fill in a compass worksheet. Pupils to then take a walk around the school site for 5/10 minutes, looking at different areas and the school layout.</p> <p>Return to classroom and pupils to create their own map of the school for future new pupils. Be sure to include important places within the school ie toilets, lunch hall, playgrounds, sports hall, forest school. As an extension some pupils can plot a route on their map from their classroom to a chose area using the compass points.</p> <p>Plenary: To swap maps and see if they can follow it from their classroom to the lunch hall and back, was the map correct and easy to follow?</p> |
| 6 | <p>Lesson Objective</p> <p>To experience local history in person</p> <p>Activities</p> <p>To visit a local castle (Leeds or Hever).</p> |