

Humanities Outline for the Year

<https://www.rgs.org/geography/black-geographers/> - Black Geographers

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Y1</u>	<p><u>What is our favourite toy?</u></p> <p>Links to different family backgrounds - Create a simple survey for children to take home to share with parents/carers or grandparents. Questions could include: <i>What was your favourite toy? Why did you like it? Where did you buy toys from? What games did you like to play? Who did you play with?</i> Ask the children to bring in their completed surveys into</p>	<p><u>Where do birds go?</u></p> <p>https://www.rgs.org/geography/black-geographers/</p>	<p><u>What makes an animal?</u></p>	<p><u>What is in our local area?</u></p> <p>Changing diversity of the Bristol area https://www.bristolmuseums.org.uk/stories/bristols-black-history/ https://www.keystagehistory.co.uk/wp-content/uploads/2018/03/Planning-Outstanding-Local-History-and-Heritage-Projects.pdf - for planning guidance</p>	<p><u>Who was Isambard Kingdom Brunel?</u></p> <p>Comparison to female explorers at similar times</p> <p>https://www.nationalgeographic.com/amp-stories/travel/visionary-female-adventurers-through-history/ https://www.rgs.org/about/our-collections/online-exhibitions/hidden-histories-of-exploration/</p>	<p><u>How does your garden grow?</u></p> <p>https://www.rgs.org/schools/teaching-resources/global-trade/</p> <p>Discussion of fairtrade</p>

	<p>class. Children could write a speech bubble showing different responses. Present as a class display. Create a class museum of different toys and invite family members (e.g. grandparents) to visit. Children can write captions for the objects and act as museum guides. See separate EYFS planning in Humanities folder.</p>					
Y2	<p><u>Why is Bristol Brilliant?</u></p> <p>Colston Statue – importance of local history</p>	<p><u>How did the Great Fire of London change London?</u> (History and Science)</p>	<p><u>How has flight changed over the years?</u></p> <p>Pioneering aviators: Bessie Coleman, Amy Johnson, Harriet Quimby, Hilda Hewlett.</p>	<p><u>What is it like in Kenya?</u></p> <p>African civilisation such as Great Zimbabwe, The Swahili Coastal Towns, Meroe, or Timbuktu.</p>		

	https://www.keystagehistory.co.uk/wp-content/uploads/2018/03/Planning-Outstanding-Local-History-and-Heritage-Projects.pdf - for planning guidance	https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/ (full enquiry set of lessons)	https://www.history.org.uk/publications/resource/9545/three-first-class-ladies-teaching-significant-in https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/ https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/wright-brothers/	https://www.rgs.org/geography/black-geographers/hidden-histories/	
Y3	<p><u>Where in the world do we come from?</u></p> <p>https://www.rgs.org/geography/black-geographers/</p>	<p><u>Why are rocks important?</u></p> <p>Mary Anning</p> <p>Dr Jazmin Scarlett</p>	<p><u>Who were the first people?</u></p> <p>For example, the first evidence of humans has been found in Africa which could be appropriately linked to the emergence of people in early Britain.</p>	<p><u>What did the Romans do for us?</u></p> <p>The Romans Revealed (Runnymede Trust / Reading University) is a site which resources this approach.</p> <p>The historian Chris Wickham challenges the concept of 'Dark Age' and shows how the Eastern Roman Empire influenced and engaged with 'barbarians' often through massive gold subsidies.</p> <ul style="list-style-type: none"> • In the western British Isles finds (coins, pottery, and jewellery, Wales, Tintagel) reveals 	<p><u>Why can we not survive without plants?</u></p> <p>https://www.rgs.org/geography/black-geographers/</p>

			<p>contacts Celtic Christians had with North Africa.</p> <p>The Roman Empire encompassed much of Europe, North Africa and the Middle East and troops were drawn from different parts of it. Remains of black settlers have been found in London dating from this time. The experiences of different groups can be developed as a thematic study, where they can be compared at different times in the past.</p> <p>As people came to Britain, to trade or settle, from all over the Empire so the diversity of those living in Britain expanded to include some from the African continent. Here you could include the 'Ivory Bangle Lady' from York or 'Beachy Head woman'. You could also consider Emperor Serverus Septimus and his campaign and eventual death here. (see primary history summer diversity article). https://www.yorkshiremuseum.org.uk/collections/collections-highlights/ivory-bangle-lady/</p> <p>The Lant Steet Teenager – the bones of a 14-yearold girl from Africa who lived in Roman London</p>	
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Y4	<p><u>Where would you rather live - Bristol or Cornwall?</u></p> <p>Colston Statue – local protests and events</p>	<p><u>Who were the Anglo Saxons?</u> https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/</p> <p>Anglo-Saxon Gold and Garnet Inlay: An enquiry When news broke about the gold Staffordshire</p>	<p><u>Who were the Vikings?</u> https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/</p> <p>In later times Vikings travelled by river to Russia where they established colonies. They traded with Constantinople on the Black Sea, and settled there as mercenaries.</p>	<p><u>How does the environment affect where things live?</u></p> <p>African civilisation such as Great Zimbabwe, The Swahili Coastal Towns, Meroe, or Timbuktu.</p>	<p><u>How have the Ancient Egyptians changed our lives?</u> https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/</p> <p>Queen Nefertiti for example ruled with her husband and occasionally upper-class women became priestesses. Cleopatra (Primary History 74, 2016, pp. 32–37) ruled initially with her brother before taking individual control. We should also not forget Hatshepsut who ruled as pharaoh in her own right. The wealthy could afford slaves but generally women cared for the children, cooked and cleaned, while poor women and children worked on the land.</p>

		<p>Hoard it was fascinating to learn its garnet may have come from Sri Lanka and Bohemia. • Garnet inlay adorns Sutton Hoo treasure, and garnet in jewellery occurs in Anglo-Saxon graves of the 4th and 5th Centuries. (Google Anglo-saxon+garnet +excavation for a list of news reports)</p>	<p>Vikings came from what is now Scandinavia and added to the ethnic mix of 'these islands' and beyond. By using a physical map of 'these islands', children can speculate why they went to the west coast of Scotland and parts of Ireland, and to much of England especially the eastern areas and the Shetlands, Orkneys and Isle of Man. (See primary history article for more info)</p>		
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Y5	<p><u>How has transport changed over time?</u></p> <p>Effect of the railways on different groups</p> <p>https://www.keystagehistory.co.uk/keystage-2/victorian-railways-winners-and-losers-a-thinking-skills-activity-leading-to-a-role-play/</p>	<p><u>How has Space travel evolved?</u></p> <p>Mae Jemison</p> <p>Maggie Aderin Pockock</p> <p>Caroline Herschel</p>	<p><u>How have theatres changed over time?</u></p> <p>Tudor theatre – Elizabethan England</p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-tudor-times-outstanding-lessons-keystage-2/how-did-people-enjoy-themselves-in-elizabethan-england-ks2-enquiry-kq6/</p>	<p><u>How do living things grow?</u></p> <p>https://www.rgs.org/geography/black-geographers/</p>	<p><u>Where is the world did Ibn Battuta travel?</u></p> <p>Ibn Battuta – visit keystone history significant individuals</p> <p>The first English travellers (Ralph Fitch) to India and the East led to the founding of the East India and Levant Companies in the 1590s.</p> <p>The tales of Sinbad the sailor and 1001 Nights introduce the medieval world of Islam, with clues about what was valuable, and traded.</p>	<p><u>Who were the Ancient Greeks?</u></p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/</p> <p>Few rich women had jobs, and wives were considered the property of their husbands and had slaves to undertake household tasks. Poor women worked and had more freedom than rich women. However, there was diversity between different Greek city states – in Sparta girls were more equal and were encouraged to compete in athletics. Alf Wilkinson has provided insights into the role of women in ancient</p>
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<u>Y6</u>	<u>How has Crime and</u>	<u>What impact did WW1 and WW2 have on Bristol?</u>		<u>Why should we shop Fair Trade?</u>	<u>Geography and History</u>	<u>How do we put on a performance?</u>

<p>Punishment changed through History? (History)</p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/crime-and-punishment/</p>	<p>(History and Geography)</p> <p>Noor Inayat Khan 1914 – 1944, awarded the posthumous George Cross for extreme bravery as a SOE Agent in France, was a Sufi Muslim, and author of ‘Jataka Tales’ Buddhist stories for children. Noor was betrayed, and died in Dachau. A campaign by the Noor Memorial Trust culminated in the first statue of a female, Asian war heroine in Britain. National Archives offer videoconference or workshops on Noor for KS2</p> <p>Walter Tull (1888 –1918) and Arthur Wharton (1865- 1930) are now celebrated as people who overcame racism as the first black professional footballers in Britain. Tull, the first black army officer, was killed at the battle of the Somme. He will feature in a future issue.</p> <p>Holocaust education and racism today ‘Anne Frank and You’ is an</p>	<p>Olaudah Equiano, Ignatius Sancho and other former slaves were prominent in the anti slavery campaign in Britain, as were abolitionists Granville Sharpe, Thomas Clarkson and William Wilberforce, and Harriet Tubman and Sojourner Truth. America. A nationwide movement of anti-slavery women’s organisations organised a sugar boycott. www.quaker.org.uk</p> <p>Grunwick – Jayaben Desai (1933-2010) led a bitter dispute (1976-8) about basic employment rights of asian women workers, which galvanised wide support from the trade union movement, at Grunwick, (a West London factory) It had parallels with the strike by women machinists at Ford’s, Dagenham (1969) which forced male dominated trade unions to support equal pay for women, and led to the Equal pay act, 1970.</p> <p>The Black author and explorer Olaudah Equiano was very influential in slavery becoming against the law in Britain in 1833.</p>	
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