

Course Outline 2019-2020

Subject: Humanities

KG2/ Year 1

Term 1

History

Unit 1: My History

My History

- To talk about history as a study of the past
- To talk about past, present and future

All about me

- To talk about who they are and their likes and dislikes
- To talk about how they are similar to and different from other people

When I was a baby

- To describe how they have changed over time
- To describe how they have stayed the same

My timeline

- To describe how they have changed over time
- To describe how they have stayed the same
- To talk about what they would like to be when they grow up

My family

- To talk about immediate family members
- To explain the parts of a family tree
- To create their own family tree

Unit 2: What were houses like long ago?

What were houses like long ago?

- To elicit prior knowledge about what they know about different types of houses
- To understand that people live in different sorts of homes.
- To talk about homes using appropriate vocabulary.

Let's look outside

- To identify key features of a home.
- To identify differences between two homes built at different times.

In the kitchen,

- To recognise and describe the characteristics of different rooms and household objects from a long time ago.
- To make inferences about aspects of home life a long time ago.

- To apply their knowledge and understanding of home life a long time ago.
- To communicate, through roleplay what they have learnt about home life.

Let's look at lighting

- To recognise and describe the characteristics of different rooms and household objects from a long time ago.
- To make inferences about aspects of home life a long time ago.
- To apply their knowledge and understanding of home life a long time ago.
- To communicate, through roleplay what they have learnt about home life.

In the bathroom

- To recognise and describe the characteristics of different rooms and household objects from a long time ago.
- To make inferences about aspects of home life a long time ago.
- To apply their knowledge and understanding of home life a long time ago.
- To communicate, through roleplay what they have learnt about home life.

Washing day

- To recognise and describe the characteristics of different rooms and household objects from a long time ago.
- To make inferences about aspects of home life a long time ago.
- To apply their knowledge and understanding of home life a long time ago.
- To communicate, through roleplay what they have learnt about home life.

Term 2

Geography

The Local Area and Going Places

Map Work

- Name and locate the world's 7 continents and 5 oceans

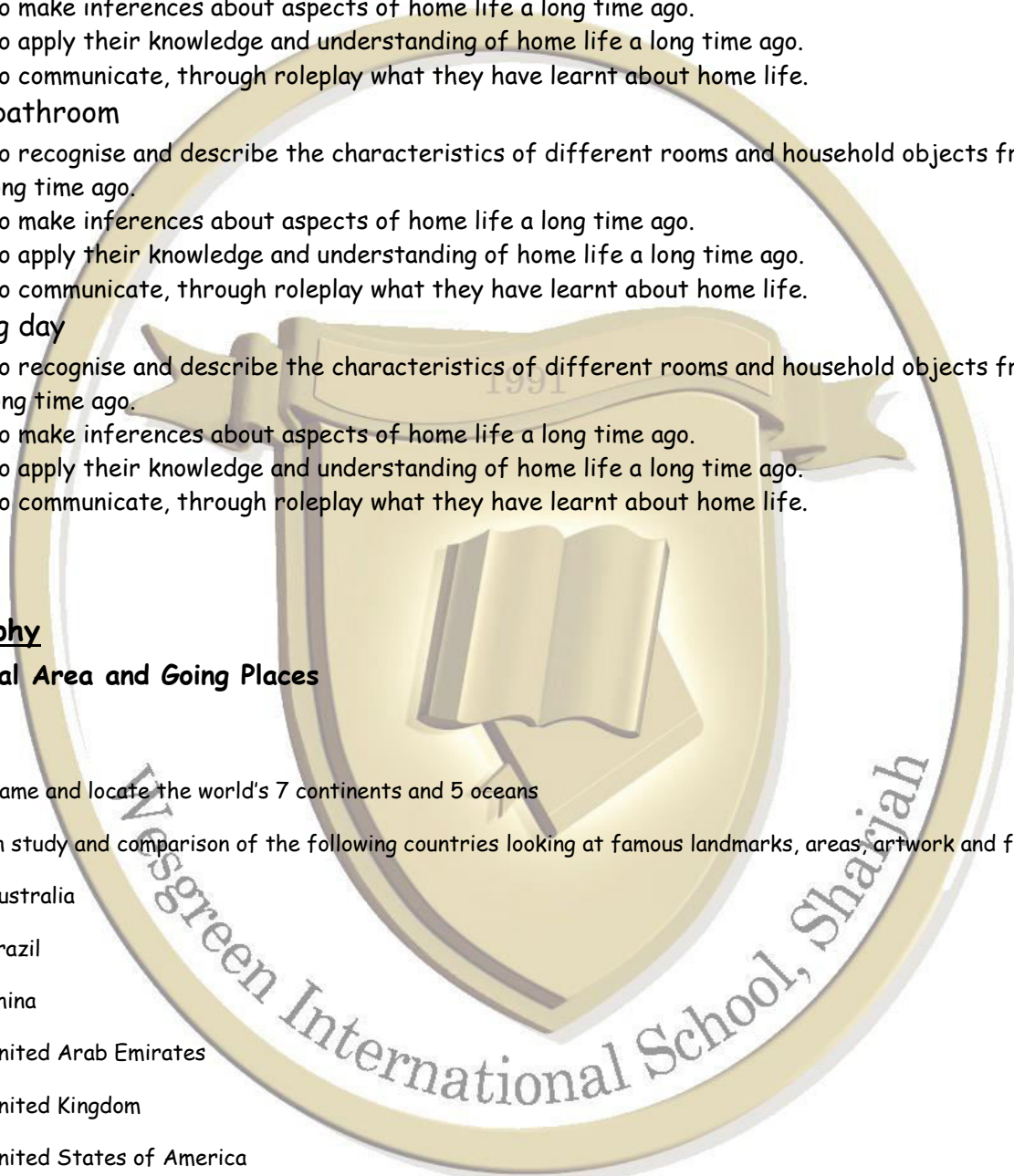
An indepth study and comparison of the following countries looking at famous landmarks, areas, artwork and festivals

- Australia
- Brazil
- China
- United Arab Emirates
- United Kingdom
- United States of America

Geographical skills and Fieldwork

Where is the school?

- Children will use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.



How do you get to school?

- Children will discuss how they get to and from school and any key landmarks they see on the way
- Children will compare different modes of transport used in the UAE

Where do I live?

- Children will develop knowledge of the location of significant places in the context of children's own locality.

Marvellous Map Symbols

- Children will develop and follow directional vocabulary in the context of children's own environment.
- Children will recognise a range of map symbols and understand their use.

Term 3

History

Castles

Types of Castles

- Children will research different types of castles including books and the internet
- Children will discuss the different features of the castles including location and materials used.

Parts of Castles

- Children will explore the different elements of a castle and discuss its purpose
- Children will use junk-modelling to create their own castle

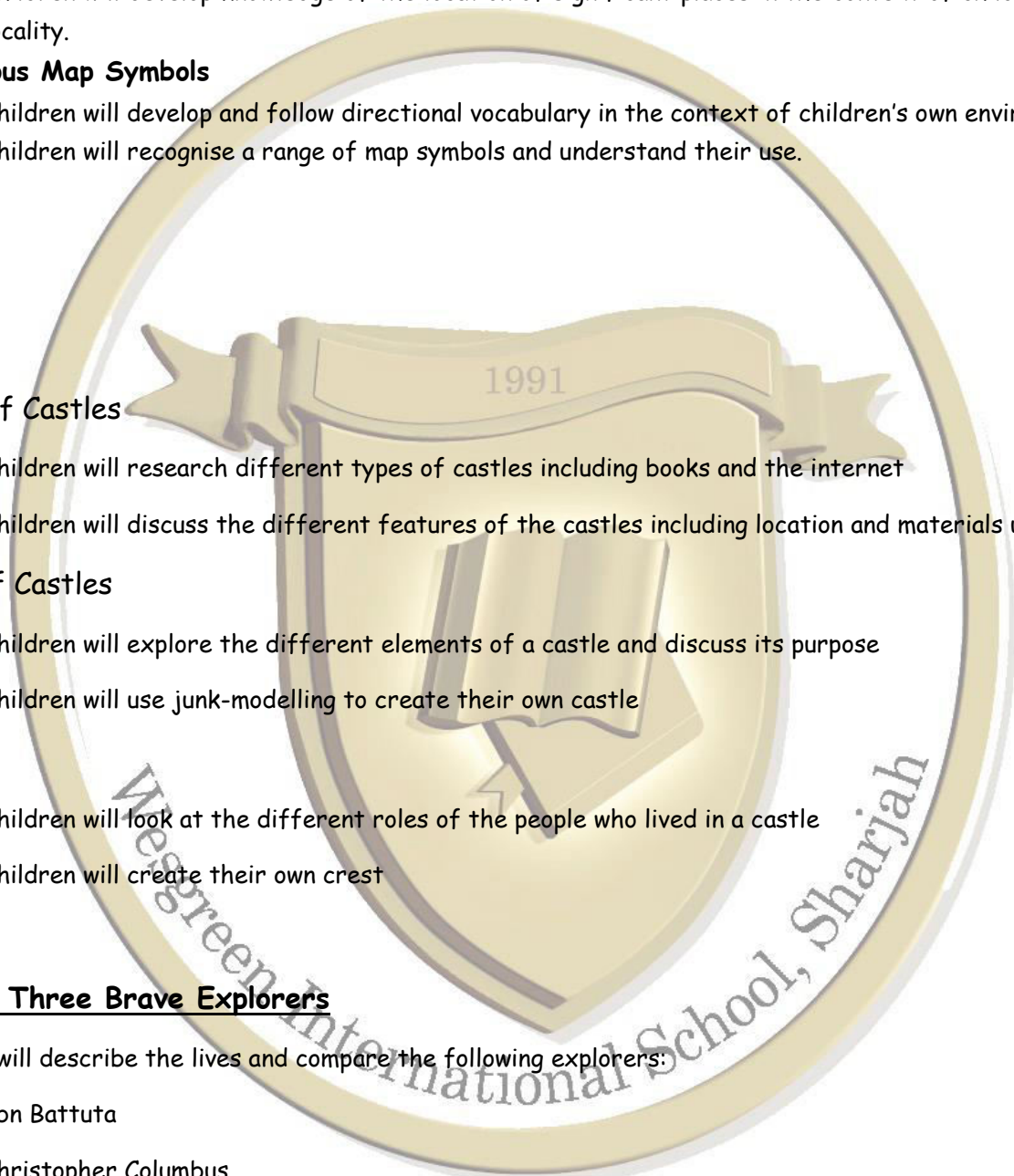
Knights

- Children will look at the different roles of the people who lived in a castle
- Children will create their own crest

Unit 3: Three Brave Explorers

Children will describe the lives and compare the following explorers:

- Ibn Battuta
- Christopher Columbus
- Edmund Hillary



Assessments

There will be a range of assessments, both formal and informal, that will be used to gain insight about a student's level of knowledge and understanding. Assessments will be in the form of observations, group work, homework, class work, participation, tests and exams. All formal test dates will be posted on the communicator.

