



## **Long-Term Curriculum Overview: Humanities**

**Key Stage(s): 2**

**Curriculum Lead: Taylor Davies**

**Academic Year: 2015-2026**

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### **Curriculum Intent**

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

### **Curriculum Implementation**

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

### **Curriculum Impact**

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	<b>World Geography: Continents and Oceans</b>	<p><b>Communication &amp; Interaction:</b> Using geographical vocabulary, participating in discussions about different places, presenting findings to peers</p> <p><b>Cognition &amp; Learning:</b> Developing map skills, understanding spatial relationships, categorising human vs natural features</p> <p><b>Social, emotional and mental health:</b> Building confidence through structured activities, using Zones of Regulation to explore feelings about different places</p>	Map reading skills using atlases and globes, independent research using ICT, collaborative group work on world map creation, presentation skills when sharing learning with other classes	<p><b>Questioning:</b> Continuous assessment through "What is a continent?" style questions</p> <p><b>Observation:</b> Monitoring participation in songs, discussions, and movement activities</p> <p><b>Written Tasks:</b> Continent passport completion, labelling exercises, comparative weather charts</p>	Large world maps, junior atlases, picture atlases, Seven Continents Song, Five Oceans Song, visual word mats, blue fabric/ribbons for ocean movements, collage materials for map creation
Autumn 2	<b>The Great Fire of London 1666</b>	<p><b>Communication &amp; Interaction:</b> Discussing historical events, reading diary entries, presenting findings about fire safety improvements</p> <p><b>Cognition &amp; Learning:</b> Sequencing events chronologically, comparing</p>	Timeline creation skills, design and problem-solving when creating safer houses, comparative analysis of past/present, ICT skills for presentations, empathy development	<p><b>Questioning:</b> Comprehension questions about Samuel Pepys' diary</p> <p><b>Observation:</b> Monitoring engagement during video content and discussions</p>	BBC Bitesize videos, Samuel Pepys diary extracts, historical images of London, timeline templates, building material samples, cut and stick resources,

		<p>past and present, understanding cause and effect</p> <p><b>Social, emotional and mental health:</b> Using Zones of Regulation to empathise with Samuel Pepys' feelings, building resilience through problem-solving activities</p>	through historical perspective-taking	<p><b>Creative Tasks:</b> Evaluating timeline accuracy, assessing house design solutions, presentation quality assessment</p>	Zones of Regulation materials
Spring 1	Significant events and space exploration	<p><b>Communication &amp; Interaction:</b> Developing chronological vocabulary and confidence in discussing past and present events.</p> <p><b>Cognition &amp; Learning:</b> Sequencing historical events; recognising change over time through invention and innovation.</p> <p><b>Social, Emotional &amp; Mental Health:</b> Building curiosity and teamwork through role play, design, and creative problem-solving activities</p>	<p>Ordering events on a timeline independently.</p> <p>Comparing and contrasting old and modern technologies.</p> <p>Designing and evaluating own creations (planes, rockets, inventions).</p> <p>Expressing opinions verbally or through drawings about exploration.</p>	<p>Questioning and discussion during lessons.</p> <p>Observation of engagement in practical and role-play tasks.</p> <p>Analysis of written or illustrated work (fact files, designs).</p> <p>End-of-unit reflection answering "<i>How has flight and space travel changed the world?</i>"</p>	<p>BBC Bitesize History: Inventions and Transport.</p> <p>Videos of Wright Brothers and Moon Landing.</p> <p>Sensory props (airplane models, foil suits, maps).</p> <p>Vocabulary mats and visual timelines.</p> <p>"Space Museum" class display materials.</p>

Spring 2	Florence Nightingale	<p><b>Communication &amp; Interaction:</b> Developing questioning and presentation skills through storytelling and role play.</p> <p><b>Cognition &amp; Learning:</b> Understanding cause and effect in historical change and social reform.</p> <p><b>Social, Emotional &amp; Mental Health:</b> Encouraging empathy, care for others, and reflection on moral choices.</p>	<p>Sequencing events from Florence Nightingale's life.</p> <p>Writing simple descriptions or letters expressing opinions.</p> <p>Using sources (pictures, artefacts, videos) to draw conclusions.</p> <p>Working collaboratively to role-play hospital improvements.</p>	<p>Observation of participation in role play and discussion.</p> <p>Questioning to check understanding of why she was significant.</p> <p>Timeline and comparison activities showing progression of ideas.</p> <p>End-of-unit response to the Big Question <i>"How did Florence Nightingale make a difference?"</i></p>	<p>BBC Bitesize Florence Nightingale resources.</p> <p>Fact cards and visual timelines.</p> <p>Role-play hospital set ("dirty" and "clean" corners).</p> <p>Hygiene props (bandages, lamps, buckets).</p> <p>Floor book for final reflections.</p>
Summer 1	Comparing places	<p><b>Communication &amp; Interaction:</b> Building geographical vocabulary and discussion skills through comparison.</p> <p><b>Cognition &amp; Learning:</b> Developing map reading and observation skills; identifying</p>	<p>Using maps and globes to locate Stockport and Kenya.</p> <p>Classifying features as human or physical.</p> <p>Creating simple maps with symbols and keys.</p>	<p>Questioning during mapping and comparison activities.</p> <p>Observation of participation in fieldwork and class discussions.</p> <p>Recording independent</p>	<p>Google Earth and BBC Teach Geography clips.</p> <p>Photographs of Stockport Viaduct and Kenyan landscapes.</p> <p>Sensory world maps, globes, and artefacts.</p>

		<p>similarities and differences between places.</p> <p><b>Social, Emotional &amp; Mental Health:</b> Promoting respect for diverse cultures and pride in local identity</p>	<p>Expressing preferences and observations through speaking, writing, or artwork.</p>	<p>comparisons between Stockport and Kenya. End-of-unit reflection answering <i>"Does Kenya have a viaduct like Stockport?"</i></p>	<p>Venn diagram and sorting resources. Fieldwork checklists and symbol cards.</p>
Summer 2	Local Geography	<p><b>Communication &amp; Interaction:</b> Using positional and descriptive language to share observations.</p> <p><b>Cognition &amp; Learning:</b> Developing map-making skills and understanding human vs physical features.</p> <p><b>Social, Emotional &amp; Mental Health:</b> Encouraging teamwork, environmental awareness, and emotional connection to nature</p>	<p>Identifying human and physical features from aerial photographs. Using a compass to follow directions and describe locations. Creating sensory maps with symbols and keys. Reflecting on personal experiences and environmental responsibility.</p>	<p>Observation during map and navigation activities. Questioning and discussion on compass use and landmarks. Review of independent map creations and written/drawn descriptions. End-of-unit reflection answering <i>"What would you see if you went to the woods?"</i></p>	<p>BBC Teach and National Geographic Kids map resources. Compasses, aerial photographs, and outdoor mapping tools. Sensory materials (leaves, twigs, natural sounds). Scaffolded map templates and direction games. Floor book reflections and class display maps.</p>

