

History / Geography Curriculum Map 2026/2027

EYFS

History

Begin to make sense of their own life story. Talk about members of their immediate family. Comment on familiar past situations. Compare characters from stories, including in the past and present.

Geography

Know there are different countries in the world.
Draw information from a simple map.
Understand that some places are special.
Recognise similarities and differences between this country and others.
Recognise some different environments.

Lower Key Stage 1	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 1	<u>History</u> <u>How am I making history?</u> - give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template.	<u>Geography</u> <u>What is it like here?</u> - Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of	<u>History</u> <u>How have toys changed?</u> - Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template.	<u>Geography</u> <u>What is the weather like in the UK?</u> - Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons and the current season and describe some seasonal changes.	<u>History</u> <u>How have explorers changed the world?</u> - Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template. - Identify areas along a route that are best for data collection.	<u>Geography</u> <u>What is it like to live in Shanghai?</u> - Give examples of human and physical features. - Identify features they see on a walk. - Explain the location of features using some directional language. - Use an aerial photograph to locate physical

		- Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.	features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.	- Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.	- Identify the four compass directions. - Identify that the arrow on a compass always shows north. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Suggest appropriate clothing and activities for each season.	- Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.	and human features. - Draw compass points. - Name the continent they live in. - Use an atlas to locate the UK and China on a world map. - Use an atlas to locate Europe and Asia on a world map. - Identify China's physical and human geography.
	Year 2	<u>History</u> <u>How was school different in the past?</u> - Correctly order and date four photographs on a timeline and add some dates. - Ask one question about	<u>Geography</u> <u>Would you prefer to live in a hot or cold place?</u> - Name and locate the seven continents on a world map. - Locate the North and the South	<u>History</u> <u>How did we learn to fly?</u> - Identify important events surrounding the history of flight. - Explain how a significant event has changed the lives of others.	<u>Geography</u> <u>Why is our world wonderful?</u> - Identify and locate characteristics of the UK on a map. - Identify human and physical features.	<u>History</u> <u>What is a monarch?</u> - Recall that a monarch is a king or queen. - Identify some of the monarch's roles. - Explain that a king or queen is crowned in a special	<u>Geography</u> <u>What is it like to live by the coast?</u> - Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK.

		schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago. • Recognise two similarities and two differences between schools now and schools in the past.	Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places.	• Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline.	• Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart.	ceremony called a coronation. • Name some of the main steps in the coronation ceremony. • Use sources to explain how William the Conqueror became King of England. • Explain how William the Conqueror kept order and conquered England. • Explain how castles have changed over time. • Identify that the power of monarchs has changed over time. • Make comparisons between past and present monarchies.	• Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Describe how people use the coast.
Lower Key Stage 2	Year 3	<u>History</u> <u>British History 1:</u> <u>Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age ?</u>	<u>Geography</u> <u>Who lives in Antarctica?</u> • Name and locate the seas and oceans	<u>History</u> <u>How have children's lives changed?</u> • Make inferences and deductions from primary and	<u>Geography</u> <u>Are all settlements the same?</u> • Name and locate the seas and oceans	<u>History</u> <u>British History 3:</u> <u>How hard was it to invade and settle in Britain?</u> • Explain how the Britons felt when	<u>Geography</u> <u>Where does our food come from?</u> • Name and locate the seas and oceans

		- Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Explain the limitations of archaeological evidence. - Identify gaps in their knowledge of the Bronze Age. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.	surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Identify human features in a coastal town. - Describe how people use the coast.	secondary sources. - Explain why children needed to work. - Identify the jobs Tudor and Victorian children had. - Describe the working conditions of Tudor and Victorian children. - Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. - Use sources to identify leisure activities and compare them over time. - Identify diseases past children suffered from and discuss how effective the treatments were.	surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Identify human features in a coastal town. - Describe how people use the coast.	the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066.	surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Identify human features in a coastal town. - Describe how people use the coast.
--	--	--	---	---	---	--	---

	Year 4	<u>History</u> <u>British History 2: Why did the Romans invade and settle in Britain?</u> • Explain what was important to people in Ancient Rome. • Explain the meaning of the words 'empire,' 'invasion' and 'settlement'. • Analyse the different reasons for the Roman invasion of Britain. • Explain how the Celts responded to the Roman invasion. • Explain how the Roman army's structure, discipline and	<u>Geography</u> <u>Why do people live volcanoes?</u> • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Name three ways in which volcanoes can be classified.	<u>History</u> <u>What was important to the Ancient Egyptians?</u> • Identify where and when ancient civilisations first appeared. • Ask historically valid questions about sources. • Identify Ancient Egypt's location and its key geographical features. • Explain why the River Nile was important to ancient Egyptians. • Explain the significance of the Rosetta Stone. • Explain the importance of gods and goddesses to	<u>Geography</u> <u>Why are rainforests important to us?</u> • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.	<u>History</u> <u>How did the achievements of the Maya civilisation influence their society and beyond?</u> • Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities.	<u>Geography</u> <u>What are rivers and how are they used?</u> • Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map.

		equipment made it so successful. • Use artefacts to make deductions about the lives of Roman soldiers in Britain. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	• Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano.	people in Ancient Egypt. • Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife. • Decide what was important to people in Ancient Egypt.	• Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.	• Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past	• Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved.
Upper Key Stage 2	Year 5	<u>History</u> <u>British History 4: Were the Vikings raiders, traders or something else?</u> • Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.	<u>Geography</u> <u>What is life like in the Alps?</u> • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and	<u>History</u> <u>British History 5: What was life like in Tudor England?</u> • Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn. • Interpret historical sources and	<u>Geography</u> <u>Why do oceans matter?</u> • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia.	<u>History</u> <u>What is the legacy of the ancient Greek civilisation?</u> • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta.	<u>Geography</u> <u>Would you like to live in the desert?</u> • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used.

		- Evaluating the usefulness of different sources. - Understanding that there may be multiple conclusions to a historical enquiry question. - Understanding how historical enquiry questions are structured. - Reaching conclusions that are substantiated by historical evidence. - Identifying weaknesses in historical accounts and arguments. - Creating a structured response or narrative to answer a historical enquiry.	human features of Innsbruck. - Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. - Compare the human and physical geography of their local area and Innsbruck. - Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	supporting interpretations with evidence. - Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. - Identify primary sources, highlighting evidence. - Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. - Make deductions using inventories and making judgements as to whether a person was rich or poor.	- Describe the benefits of the Great Barrier reef. - Describe how humans impact the oceans and the consequences of this. - Explain some actions that can be taken to help support healthy oceans. - Explain which data collection method would be best for marine fieldwork and why. - Collect data using a tally chart, photographs and a sketch map. - Safely navigate the fieldwork environment. - Make suggestions for how to improve a marine environment. - Present data using a tally chart and pie chart.	- Understand the different types of democracy. - Explain how Athenian democracy worked. - Explain what philosophy is. - Identify the achievements of the ancient Greek philosophers. - Identify the ancient Greeks' legacies and their impact.	- Name and describe the physical features found in a desert. - Identify how humans use the desert. - Explain how human activity may contribute to the changing climate and landscape of a desert. - Recognise that the Mojave Desert has a different time zone to the UK. - Describe some of the threats to deserts. - Give the benefits and drawbacks of living in a desert environment. - Identify characteristics of two contrasting biomes and compare land use. - Discussing if a desert environment is
--	--	---	--	---	--	--	---

							hospitable and why.
	Year 6	<u>History</u> <u>What can the census tell us about local areas?</u> - Identify the type of information the census gives about people. - Use the census to make inferences about people from the past. - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. - Identify and describe the changes between periods of time using the census. - Use other primary and secondary sources to verify	<u>Geography</u> <u>Why does population change?</u> - Identify the most densely and sparsely populated areas. - Describe the increase in global population over time. - Begin to describe what might influence the environments people live in. - Define birth and death rates, suggesting what may influence them. - Define migration, discussing push and pull factors. - Explain why some people have no choice but to leave their homes. - Describe the causes of climate change, explaining	<u>History</u> <u>What was the impact of World War II on the people of Britain?</u> - Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make deductions about the Blitz from photographs. - Describe how children may have felt when evacuated. - Evaluate the accuracy, reliability and usefulness of sources. - Describe the impact WW2 had on women's and African-Caribbean migrant lives.	<u>Geography</u> <u>Where does our energy come from?</u> - Describe the significance of energy. - Give examples of sources of energy and their trading routes. - Define renewable and non-renewable energy. - Discuss the benefits and drawbacks of different energy sources. - Describe the significance of the Prime Meridian. - Identify human features on a digital map. - Discuss how transport links have changed over time. - Locate UK cities on a map.	<u>History</u> <u>Unheard Histories: Who should go on the banknote?</u> - Name the features of a banknote. - Make inferences about a historical figure using a banknote. - Research and explore the achievements of different historical figures. - Make inferences about historical figures from sources. - Describe the legacies of historically significant people - Apply criteria to decide if a person is historically	<u>Geography</u> <u>Can I carry out an independent fieldwork enquiry?</u> - Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template. - Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip.

		the data in a census. • Use a range of sources, including the census, to build an understanding of a period. • Describe the changes in the 1921 census. • Plan a local history enquiry using the census.	its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map.		• Use six-figure grid references to identify features on an OS map. <u>Additional collection lesson:</u> <u>What actions can we take to make the world more sustainable?</u> • To explore how environmental issues are being addressed by researching people's actions.	significant and explain why.	• Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.
--	--	---	--	--	---	-------------------------------------	--