



EYFS

The New Early Years Framework is structured into seven main areas of learning, with seventeen subsections and Early Learning Goals. The most relevant areas of learning for Humanities (Geography, History, Religious Education) are as follows:

- Understanding the World – Provides coverage of humanities topics and focus areas including the teaching of age-appropriate geographical skills
- Mathematics – Aids with the learning of skills as well as links with the teaching of new language and vocabulary such as prepositions and time connectives, comparing lengths and introducing measure.
- Communication and Language – Provides children with the communication tools to be able to share, demonstrate discuss and explain humanities topics/skills.
- Personal, Social and Emotional Development – Consider the perspectives of others.

Humanities topics covered in Reception change each year due to planning being based mainly on child interests, core books, teacher observations and assessments. Topics taught are often very cross-curricular, especially with science and so will cover many learning areas of the Early Years Framework.

Past and Present	People, Culture and Communities	Natural World
All About Me, My Family, and Heritage		Seasons
People Who Help Us		Habitats (Under the sea, woodland, arctic etc)
The Nativity		Night and Day
Transport - Comparing Old and New	Religious Celebrations: Diwali, Eid, Chinese New Year, Easter, Ramadan	Protecting the Planet
Pirates		Life Cycles
	Other Celebrations:, Black History Month, Carnivals Mothers/Fathers Day, Fireworks, Halloween,	
	Around the World (Learning about specific Countries of Interest)	
	My Local Area (comparing with a contrasting area) (City/Countryside)	
		Dinosaurs, fossils and Volcanoes
		Farming
Expeditions, Adventures and Map Reading		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UW	<ul style="list-style-type: none"> • Can say/name who is in their family. • Can describe key members of their family. • Recognises the difference between items from the past and now. (e.g. transport). • Knows some similarities and differences between the past and now through story telling. • Can reflect on the changes they have made during their time in reception • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past. • Explores the world around them. • Respects the natural environment and shows care for animals and plants. • Draws simple information from a map. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. 					
CL	<ul style="list-style-type: none"> • Learn new vocabulary and use throughout the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Follow instructions. • Listen to short stories. • Describe events in some detail. • Engage in non-fiction books. 					
PSED	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships • Think about the perspectives of others, to show empathy and understand different points of view. • To be confident to take risks and try new things. 					
L	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 					
M	<ul style="list-style-type: none"> • Compare length 					

KS1

Geography

Locational knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>GEOGRAPHY Geography of our school</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. • Become familiar with different types of maps and understand that maps can be of the same place but from different perspectives • Use aerial photographs and plan perspectives to recognise landmarks • Devise a simple aerial view map <p><u>Skills</u></p> <ul style="list-style-type: none"> • Become familiar with their school environment and begin to recognise familiar places around school • Name, describe and compare familiar 		<p>GEOGRAPHY Geography of our local area</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Know about their local area and name and locate key local landmarks including their home <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use maps, atlases and Digimaps • Identify the key human and physical features of the surrounding environment • Use simple fieldwork and observational skills to find out more about the human and physical features of the locality • Talk about people and places within my local environment • Use locational and directional language • Recognise basic map symbols and begin to understand the need for a key • Use simple compass directions • Ask simple questions • Link their homes to other places • Suggest ideas for 		<p>GEOGRAPHY Our Country – The UK</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Name, locate and identify the four countries and capital cities of the UK and its surrounding seas <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city) • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Use world maps, atlases and globes to identify the UK and its countries • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the 	<p>GEOGRAPHY Weather</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use world maps, atlases, globes • Express opinions about a place • Ask and answer questions • Observe and record the weather • Use and understand geographical vocabulary

	<p>places</p> <ul style="list-style-type: none"> • Use maps, atlases and Digimaps • Make observations about where things are • Ask simple questions • Use simple fieldwork and observational skills to study the geography of their classroom, school and its grounds • Use aerial images to recognise landmarks and basic physical features • Use locational and directional language to describe the location of features and routes on a map • Use simple compass directions • Recognise basic map symbols and begin to understand the need for a key 		improving the school environment		<p>location of features and routes on a map</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	
Key vocabulary	Above, below, aerial view, perspective, map, place, location, physical, human, natural, manmade		Travel, car, bus, walk, bike, scooter, train, survey, list, table, pictogram, compare, road, building, map, blue lines, rivers, houses, bridge, grassland, human feature, physical feature, symbol		United Kingdom, England, Wales, Scotland, Northern Island, London, Cardiff, Belfast, Edinburgh, sea, English Channel, North Sea, Celtic Sea, Irish Sea	Hot, cold, temperature, climate, wet, dry, equator, world, earth, country, continent, sunny, rainy, foggy, cloudy. Stormy, windy, snowing, hailing, thundering, overcast, seasons, Autumn, Spring, Summer, Winter

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					GEOGRAPHY Our wonderful world	GEOGRAPHY Distant locality – India

				<p><u>Content</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify the four countries and capital cities of the UK and its surrounding seas <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use of world maps, atlases, globes • Locate and name the continents on a World map • Locate and label the five oceans • Use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map • Collect data using observations and record it in a table • Use simple grid references (A1, B1) 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (India) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Compare and contrast the human and physical features of a British locality with a non-European locality (Chembakolli), including land use differences • Use basic geographical vocabulary to refer to: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to: Key human features: city, town, village, factory, farm, house, office, port, harbour
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					<p>and shop</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans
Key vocabulary				<p>Asia, Africa, North and South America, Australia, Europe. Antarctica, continent, hemisphere, map, globe, sphere, capital cities, oceans, compass</p>	<p>India, Asia, country, continent, physical, human, compare, beach, forest, ocean, weather, city, town, Chembakolli, India, landscape, mountain, hill, river, land, sea, river, beach, lake, valley, desert, lakes, tree, field</p>

KS2

Geography

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
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Human and Physical Geography

Pupils should be taught to:

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

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Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					<p>GEOGRAPHY Climate and biomes</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles • Climate and relationship with oceans • Biomes around the world • Climate and biomes within climates <p><u>Skills</u></p> <ul style="list-style-type: none"> • Extend locational knowledge and deepen spatial awareness of the world's countries • Use maps, atlases, globes and digital/computer mapping to describe features studied 	<p>GEOGRAPHY Coasts. Regional study: Southend</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • To understand geographical similarities and differences between regions in the UK, through the study of human and physical geography of a region of the United Kingdom. This study will focus on a seaside area - Southend on Sea. It will involve a trip to the seaside <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use of world maps, atlases, globes • Use eight points of a compass • Name, locate and identify the characteristics of the four countries and

				<p>capital cities of the United Kingdom and its surrounding sea</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include more of the UK • Locate and name the continents on a World map • Interpret OS maps • Identify physical and human features of the locality including key topographical features (including hills, mountains, coasts, rivers) and land patterns • Understand how some aspects have changed over time • Identify features of a place using aerial photographs • Compare geographical regions and their identifying human and physical characteristics • Use fieldwork to observe and record the human and physical features in the local area
<p>Key vocabulary</p>			<p>Climate, biomes, vegetation belts, Savanna, Rainforests, Tundra, Equator,</p>	<p>Continent, country, Europe, UK, Scotland, England, Wales, Northern Ireland, London, Equator, Southend, compass,</p>

			Latitude, Tropical, Polar, Temperate, seasons	cliffs, seaside, water, beach, sand, coast, bay, rocks, pier, harbour, town, city, village, countryside, rural, buildings, jobs, employment, roads, housing, politics, pollution, environment, emissions, car pollution, sewage, chemicals
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>GEOGRAPHY The Mediterranean focussing in on Italy and Rome</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Locate world countries in Europe including Italy and the city of Rome • Mediterranean Sea • Looking at key physical and human characteristics • Understand geographical similarities and differences of the UK and a region in the Mediterranean <p><u>Skills</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe • Using maps, atlases and globes to focus on Europe 			<p>GEOGRAPHY Rivers and the water cycle</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Key topographical features • How rivers get their water - the source, springs, the water cycle • How rivers shape the land • Flooding. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Locate rivers around the world • Describe and understand the water cycle • Explain how humans use physical geographical features for a variety of purposes • Use maps, atlases, 	

		<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country • Compare and give reasons for the different lifestyles within a country or area of a country • Describe economic activity • Compare different types of settlements and land use • Recognise that our choices impact the lives of other people • Use four points of a compass • Use four figure grid reference • Use symbols • Use keys 		<p>globes and digital/computer mapping to locate rivers and describe features studied</p> <ul style="list-style-type: none"> • Draw diagrams, produce writing and use the correct vocabulary for rivers; • Ask and answer questions about rivers • Describe the journey of a river from source to sea 	
Key vocabulary		Europe, map, continent, population, north, south, east, west, river, Mediterranean, country, capital city, map, atlas, border, terrain, climate, weather, latitude, longitude, trade, currency, jobs		Estuary altitude, river bank, water cycle, flood prevention, hydroelectric power, irrigation, river basin, precipitation, power station renewable energy, solar power, suburb, sustainable development, tidal power, warehouse, wind farm, wind power, wind turbine	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>GEOGRAPHY Mountain, volcanoes and earthquakes</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Structure and composition of the earth • Identify mountain ranges around the world • Highest mountain in each of the four countries of the UK • Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales • Key features of mountains • Understand how mountains are formed • Describe and understand: volcanoes and earthquakes • How and why volcanoes erupt • Types of volcanoes • Formation of volcanoes • Active, dormant and extinct volcanoes • Link to settlements with section on why people still live near volcanoes • Causes of earthquakes: tectonic plates, fault lines • Effects of volcanoes and earthquakes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Using maps and digital/computer mapping to focus on Europe (especially the UK) to locate areas in the UK • Use Ordnance Survey maps • Describe how physical geographical features are formed • Describe how humans are impacted both positively and negatively by physical features • Describe how physical geography influences the day to day life of inhabitants of an area 		<p>GEOGRAPHY North and South America and the Amazon and the impact on the Amazon</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Human and physical characteristics of North and South America, including population distribution and climate • A in depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. • The Amazon river – course and characteristics. • The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. • Causes and effects of deforestation. Futures for the Amazon rainforest. Environmental connections, carbon cycle, impacts of deforestation. • • <p><u>Skills</u></p> <ul style="list-style-type: none"> • Enhance locational and place knowledge • Understand geographical similarities and differences through looking at regions in North and South America • Investigate a range of places from the most southernmost point in South America to the north of North America to gain an understanding of latitude and longitude • Locate the world’s countries, using maps to focus on South America • Identify the position and significance of latitude, longitude, Equator • Describe types of settlement and land use, 	

				<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> • Using maps, atlases, globes and digital/computer mapping • Understand similarities and differences of a region of the UK, and a region within North America • Use four and six figure grid references • Extend locational knowledge and deepen spatial awareness of the world's countries • Describing key geographical regions, human and physical characteristics and key topographical features. • Identify the position and significance of latitude, longitude, Equator • Use aerial images to recognise landmarks and basic physical features • Recognise basic map symbols and begin to understand the need for a key • Use maps, atlases, globes and digital/computer mapping to describe features studied
Key vocabulary			<p>Mountain, mountainous regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces, summit, above sea level, temperature, valley, aftershock, alpine, ash cloud, avalanche, crater, disaster, eruption, fold mountains, migrant, refugee, magma, massif, peak, tectonic plates, volcanoes, core, solid inner (iron, nickel), molten outer core, mantel, crust</p>	<p>North and South America, latitude, longitude, similarities, difference, continent, climate, physical geography, human geography, equator, biome, topography, tundra, coniferous forest, deciduous forest, desert, temperate, tropical, Amazon, rainforest, ecosystem, biome, climate, Northern/southern hemisphere, longitude, latitude continent, climate, physical geography, human geography, equator, deforestation, impact, carbon cycle</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>GEOGRAPHY Our local area</p> <p>Content</p>					<p>GEOGRAPHY Energy/ Climate change</p> <p>Content</p>

- Children carry out a structured study of the local area exploring human and physical features and how the land is used
- They conduct fieldwork looking at land use and attractions in the area

Skills

- Suggest reasons for their location
- Describe how the human and physical geography influences the day to day life of inhabitants of an area
- Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Describe and understand key aspects of human geography, including land use
- Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural
- Using maps, atlases and globes to focus on Europe (including UK)

- How people use energy
- Types of energy - Renewable and non-renewable energy sources
- The greenhouse effect
Enhanced greenhouse effect – causes (including energy use and farming)
- Climate change and its effects (examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK)
- How can we respond? Local and global

Skills

- Identify, locate and explain local, national and international environmental issues
- Discuss how people are influenced by both physical and human geography on a local, national and global scale
- Use aerial images to recognise landmarks and basic physical features
- Recognise basic map symbols and begin to understand the need for a key
Use maps, atlases, globes and digital/computer mapping to describe features studied

	<ul style="list-style-type: none"> • Use symbols • Use keys • Use 4 and 6 figure grid references • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Present information gathered in fieldwork using a range of graphs and digital forms • Using sketch maps, plans and graphs and digital technologies 			
<p>Key vocabulary</p>	<p>Aerial view, built environment, developer, economy, country, continent, UK, London, Enfield, capital city, settlement, function, housing types, land use, urban, urbanisation</p>			<p>Environment, impact, urban growth, pollution, global warming, climate change, energy, action plan</p>