

History	EYFS	KS1	Year 3	Year 4	Year 5	Year 6
Key historical concepts are highlighted						
Creativity Imagine, design, construct, assemble, formulate, compose						
Reasoning Compare , evaluate, explain , investigate, conclude , defend, judge, critique, debate, validate , sequence	Chronology : Sequence familiar events	Chronology : Sequence people and events into broader timelines	Chronology : Sequence the time being studied into a timeline of events shared with them	Chronology : Sequence events and people of a period making links with periods previously studied	Chronology : Sequence the main events of a period into a timeline and show awareness of how that timeline adds to a broader timeline in a specific context.	Chronology : Sequence events from a variety of places histories into timelines recognising that many events studied occurred concurrently.
		Compare ways of life at different times	Compare simple similarities and differences between the past and today.	Compare similarities and differences between the past and today.	Compare two periods of time showing some perspective of the people in the learning.	Compare views of history and validate assumptions with knowledge and logic
				Validate : Begin to consider ways to validate sources.	Validate : Use two methods to validate a source	Validate : Begin to consider how other multiple sources might validate or invalidate each other.
Comprehension Summarise, interpret, explain , infer , deduce , classify, locate, correlate, recognize , locate	Historical significance : Recognise special times in their own or other's lives.	Historical significance : Recognise that people were important for a specific reason	Historical significance : Understand that certain events and people were particularly significant.	Historical significance : order several events or people dependant on how significant they were and show some justification for these thoughts	Historical significance : Begin to draw on knowledge to determine how significant something or someone was.	Historical significance : Demonstrate a clear breadth of knowledge and objectivity when considering how significant something or someone was.
		Interpret stories that tell us about the past	Interpret visual and written evidence to add to understanding of the period, making some assumptions from our knowledge and what we observe	Interpret a variety of shared evidence to make sensible assumptions about the past using logical thinking and knowledge to support suggestions	Interpret evidence to validate assumptions about the past, determining which are more useful recognising that different assumptions may be drawn.	Interpret evidence to formulate reasonable assumptions about the past from shared and discovered evidence
	Causation : Explain how and why following stories	Causation : Explain simply why people did things, why events happened and what happened as a result	Causation : Explain how and why making simple inferences from evidence	Causation : Explain simple reasons for and results of historical events suggesting how it has impacted on today's world	Causation : Explain why and how things have changed from the past to today and why between two studied periods of time	Causation : Explain with a range of knowledge how and why things happened and what the result was drawing on evidence of information for support.
Curiosity Question , analyse , Observe , test, investigate, associate, link , categorise, group, measure, hypothesise , predict, annotate	Question why things happen and give explanations	Question : Ask and answer questions that develop understanding of the past	Question : Ask Who?, When? Where?, What? And How? And begin to explore these in topics	Question : Address historically valid questions reaching some form of conclusive idea	Question : Begin to devise particularly valid historical questions which require deeper study to answer	Question : consider 'what do I not know?' when exploring new periods and topics and ask relevant questions to explore the past.
	Link: Make simple links between the past and the present	Link: Make links between stories and historical events and people				
	Observe similarities, differences, patterns and change	Annotate evidence to show understanding Make observations about different types of people, events and beliefs within society	Analyse evidence: What does it tell you? Begin to infer (see comprehension)	Analyse multiple evidence: What conclusions can be reached? Annotate: Find relevant details in picture evidence and link these with current knowledge.	Analyse evidence: Is it reliable? Are they consistent with what I know to be true? Annotate: Find relevant details in a variety of types of evidence	Analyse evidence: Could there be multiple interpretations? Has the source been interpreted in different ways by different historians? How can I validate my analysis?
Perseverance Experiment, improve, modify, calculate, implement, adapt						
Collaboration Communicate , share, resolve, listen , discuss, play, present, contribute, empathise	Empathise : be curious about people and show interest in stories	Empathise with people from the past: They were real not fictional	Empathise with people from the past: real lives, interests, problems and families	Empathise with people from the past: These people had feelings	Empathise with people from the past: decisions were made based on the information they had.	Empathise with people from the past: What were they really thinking or feeling?
	Communicate using language of time	Use a wide vocabulary of historical terms when communicating	Develop the appropriate use of historical terms when communicating about the past	Develop the appropriate use of historical terms when communicating about the past	Develop the appropriate use of historical terms when communicating about the past	Develop the appropriate use of historical terms when communicating about the past

Geography	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity Imagine, design, construct, assemble, formulate, compose	Design symbols for a map Construct a simple map	Design and use map symbols in a key Construct a map from memory	Construct simple maps, plans and graphs using a range of mediums (including technology)	Construct maps, plans and graphs using a range of mediums (including technology) which are increasingly to scale	Construct map and plans based on routes walked and observations of features	
Reasoning Compare, evaluate, explain, investigate, conclude, defend, judge, critique, debate, validate, sequence	Compare places in the UK identifying simple physical similarities and differences	Compare places identifying simple physical and human similarities and differences	Compare two places identifying physical and human similarities and differences Sequence a range of settlement sizes	Compare different regions in Europe to North and South America and explain why they are similar and different Sequence features in a map of a route they have walked	Compare similarities and differences between multiple places explaining them using increasingly technical geographical vocabulary of a range of environments and countries studied	
Comprehension Summarise, interpret, explain, infer, deduce, classify, locate, annotate, correlate, recognize, locate, describe	Locate features and places linked to expected locational knowledge Describe some physical features using limited geographical vocabulary Describe something's location using simple compass directions or directional language	Locate features and places linked to expected locational knowledge Describe some physical features using a wider range of geographical vocabulary Describe something's location using 8-point compass directions and directional language	Locate features and places linked to expected locational knowledge Describe natural features and settlement characteristics including precise vocabulary Explain how physical and human features and processes connect in an environment Explain some positives and negatives of living in an environment Annotate pictures showing the physical features	Locate features and places linked to expected locational knowledge Describe natural features and the characteristics of settlements and how they change using varied and precise vocabulary Explain how physical and human features and processes are interconnected in an environment Explain drawing on some experience or evidence the positives and negatives of living in an environment Annotate photos and diagrams with features and processes observed	Locate features and places linked to expected locational knowledge such as the equator and the tropics Describe natural and human features and processes using increasingly varied and precise vocabulary specific to each process and environment Explain how food production, travel and climate are interconnected in an environment Explain how an environment might have been formed using some precise vocabulary Annotate photos, diagrams and graphs using accurate vocabulary and understanding of relevant features and processes	Locate features and places linked to expected locational knowledge Describe the shape of the land based on topography lines and other key features identified in a map Explain how processes, both natural and human and the environment are interconnected Explain how our shopping choices have an impact on the lives of others internationally and why Britain imports many goods Annotate photos, diagrams and graphs using accurate vocabulary and understanding of relevant features and processes
Curiosity Question, analyse, test, question, investigate, associate, link, categorise, group, measure, hypothesise, predict, find, measure	Find simple physical and human features of an environment	Find and identify physical and human features of an environment	Investigate, measure, observe and record human and physical features in an environment	Investigate, measure, observe and record human and physical features in an environment	Investigate, measure, observe and record human and physical features in an environment and analyse the information drawing conclusions and testing a hypothesis.	
Perseverance Experiment, improve, modify, calculate, implement, adapt						
Collaboration Communicate, share, resolve, listen, discuss, play, present, contribute, empathise	Empathise : be curious about people from other countries and show interest in stories	Empathise with people from other countries: they are real and face problems and have fun	Empathise with people from other countries: real lives, interests, problems and families	Empathise with people from other places and understand how and why they are similar to us	Empathise with people from other countries. They have had different influences to us	Empathise with people from other countries: understand what they think and feel

Locational Knowledge expectations

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<ul style="list-style-type: none"> - To name and position north, south, east and west on a compass - To find on a map and name the four countries in the UK - To find on a map and name the bodies of water that surround the UK - To find and name the equator and the north and south poles on a globe - identify areas in the world that would be hot and cold 	<ul style="list-style-type: none"> - To name and position the compass points N S E W and show the direction on a map from one place to another - To find and name the four countries of the UK and their capital cities - To find a name the seven continents of the world - To find and name the five major oceans of the world - begin to identify zones of temperature 	<ul style="list-style-type: none"> - To locate and explain the significance of the equator - To explain that the world is in two hemispheres divided by the equator - To know in which hemisphere the seven continents can be located - To locate and name the Antarctic and Arctic circles - To locate and name the counties in the West Midlands - To locate and name ten of the largest cities in the UK and Worcester - I can explain the general compass direction from one place to another on a map 	<ul style="list-style-type: none"> - To locate and name the four countries of the UK and twenty significant cities or landmarks - To locate and name the counties which border Worcestershire - To locate and name the equator and tropics and explain their significance - To locate and name the ten largest countries in Europe and their capital cities - To know that the world is divided into climatic zones and describe some of them (tropical, temperate and polar) 	<ul style="list-style-type: none"> - To use compass directions to describe direction include NE NW SE SW - To locate and name the largest counties of England - To locate the Greenwich Meridian time zone line and explain the significance of time zones around the world - To locate and name all the countries of Western Europe and their capital cities - To locate and name the fifteen largest countries in the world and their capital cities - I can use four figure grid references to locate and direct to a location - To locate areas on the globe which are likely to be tropical, arid and arctic climatic zones and describe what they would be like 	<ul style="list-style-type: none"> - To locate and name twenty major cities of the UK and ten significant landmarks - To locate and name the largest counties of England - To explain times zones and locate with some accuracy where the time zone lines are around the globe. - To locate and name twenty countries of Europe and their capital cities - To locate and name the countries in the American continent and their capital cities. - To use four and six figure grid references to locate and direct to a location. - To locate areas with differing climatic zones and suggest why and describe what they would be like using geographical vocabulary
Map knowledge	<ul style="list-style-type: none"> - Identify oceans and land 	<ul style="list-style-type: none"> - Identify rivers and mountains 	<ul style="list-style-type: none"> - identify churches, roads, railway lines, woodland and county boundaries 	<ul style="list-style-type: none"> - Identify the symbols for public services and positions of interest including footpaths 	<ul style="list-style-type: none"> - Identify and explain grid references - Identify common human and physical features by their symbols on OS maps 	<ul style="list-style-type: none"> - Identify and explain lines of topography - Plan a route using maps to walk and navigate that route.

History Geography combined		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Recognize, identify, describe, retrieve, recall, distill, define, list,	Autumn 1	Going places (OIP book 1) Local areas (Collins 1/2) How we learn about the world (OIP book 2)		Environment: Caring for countryside (Collins 3) Caring for towns (Collins 4) Places: Scotland (Collins 3) Local Field Study: The Malvern Hills Visitors to the hills data analysis Footpath study – exploring a hypothesis Worcestershire Beacon hike – The Geo-café		Water: wearing away the land (Collins book 5) Drinking water (Collins 6) Ashes Hollow river study Visit to Ashes Hollow Possible visit to Hayden water treatment plant	
	Autumn 2	Significant Individuals: Brunel, Walter Tull or Sarah Forbes Bonetta		Roman Britain Chedworth Roman Villa		Ancient Egyptian Civilisation	
	Spring 1	Planet Earth (Collins 1/2) The Wider world: The Earth, continents, countries, oceans and seas (OIP book 2)		Weather: weather worldwide (Collins 3) Weather patterns (Collins 4) Places: Asia (Collins 3 and 4)		Planet Earth: Restless Earth (Collins 6) Seas and Oceans (Collins 6) Places: Asia (Collins 6)	
	Spring 2	The Great Fire of London		The Georgians		Waterloo and the Age of Revolutions	
	Summer 1	Weather and seasons (Collins 1/2)		Planet Earth: Landscapes (Collins 3) Coasts (Collins 4) Places: Northern Ireland (Collins 4) Coastal residential		Settlements: cities (Collins 5) Planning issues (Collins 6) Places: Wales (Collins 5) Visit to Cardiff	
	Summer 2	Local History: Witley Court Witley court		Ancient Greece		Early Islamic civilisation: including Baghdad AD900 Mosque visit Cardiff – link to RE	

History Geography combined	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Recognize, identify, describe, retrieve, recall, distill, define, list,	Autumn 1	My School: Aerial plans and maps (OIP book 1) Maps and Plans (Collins 1/2) The UK (Collins 1/2)	Stone age to Iron age in Britain British Camp hike		Weather: The seasons (Collins 5) Local weather (Collins 6) Places: Africa (Collins 5) Residential to Oakerwood (Y6 only)	
	Autumn 2	Remembrance	Water: Water around us (Collins 3) Rivers (Collins 4) Places: North America (Collins 4)		The Blitz and WWII	
	Spring 1	An Island home (OIP book 2) Different environments (Collins book 1/2) Passport to the world: China & Shanghai (OIP book 2)	Anglo-Saxons, Vikings and Scots: Settlement in Britain		Environment: Pollution (Collins 5) Conservation (Collins 6) Places: Europe (Collins 6)	
	Spring 2	Significant individuals: 'Explorers' or 'Should we call Grace O'Malley a pirate?'	Work and travel: Travel (Collins 3) Food and shops (Collins 4) Places: South America (Collins 3)		The Elizabethans Visit to Stratford Upon Avon	
	Summer 1	Earth in space (Collins 1/2) World maps (Collins 1/2)	Local History: transport and industry in the Black Country Visit to The Black Country Museum or Blists Hill		Work and travel: Jobs (Collins 5) Transport (Collins 6) Places: Greece (Collins 5)	
	Summer 2	Local History: Stourport/Bewdley	Settlements: Villages (Collins 3) Towns (Collins 4) Places: France		Local history: The Battle of Abberley Hill and Nationalism Abberley circular walk Residential to Folly Farm (Y5 only)	