

Progression in History and Geography

Historical knowledge and skills		Geographical knowledge and skills	
Knowledge Investigation Communication Chronology		Places Patterns Communication	
Year group	T1	T3	T5
1	What has made our local area special?	Can anywhere be home?	What makes a great British holiday?
	Geography (FIELDWORK) - Use aerial images and plan perspectives to recognise landmarks and basic human and physical features - Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment. - Identify land use around the school - Devise a simple map and use and construct basic symbols in a key.	Geography - Use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied - 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 - Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map.	Geography - Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Identify seasonal and daily weather patterns in the UK - Use basic vocabulary to refer to: Key physical features, including: beach, coast, cliff, forest, hill, mountain, ocean, river, season, sea, soil, valley, vegetation and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops. - Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map. - Devise a simple map and use and construct basic symbols in a key. Use simple grid references
	History – INCLUDING HISTORY OF FLIGHT Describe historical events - Recognise that there are reasons why people in the past acted as they did - Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past - Identify some of the different ways the past has been represented - Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time - Place events and artefacts and in order on a timeline - Label time lines with words of phrases such as past, present, older and newer - Recount changes that have occurred in their own lives - Use dates where appropriate		History Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.
	Vocab: City Town Village Vegetation Habitat Survive Adapt Country		

	Weather Season Climate Compass points North East	Continent Ocean Global warming Transport South West		
2	What put Bristol on the map?	How is life in Kenya and the UK different?	What does it mean to be British?	
	Geography - Use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied - Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map - Use basic vocabulary to refer to: Key physical features, including: beach, coast, cliff, forest, hill, mountain, ocean, river, season, sea, soil, valley, vegetation and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops.	Geography - Ask and answer geographical questions (e.g.: What is this place like? What or who will I see in this place? What do people do in this place?) - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied - Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. - 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 - Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map. - Devise a simple map and use and construct basic symbols in a key. Use simple grid references	Geography - Name, locate countries and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Use aerial images and plan perspectives to recognise landmarks and basic human and physical features	
	History - Describe historical events - Describe significant people from the past - Recognise that there are reasons why people in the past acted as they did - Observe or handle evidence to ask questions and find answers to questions about the past - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past - Identify some of the different ways the past has been represented	History - Describe historical events - Describe significant people from the past - Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.	History - Describe historical events - Describe significant people from the past - Show an understanding of the concept of nation and a nation's history. - Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time - Place events and artefacts and in order on a timeline - Label time lines with words/phrases such as past, present, older and newer - Recount changes that have occurred in their own lives Use dates where appropriate	
	Vocab: Continent City Ocean Country Transport Compass Points International Refugee Immigrant	Port Harbour Town Village Equality Migration		

3	Why is nature important? <u>FIELDWORK</u>	How do we know about the Ancient Egyptians? <u>(INVESTIGATION SKILLS – HANDLING SOURCES)</u>	Was the Roman invasion good for Britain? <u>(INVESTIGATION SKILLS – CAUSE/CONSEQUENCE AND DIFFERING ACCOUNTS)</u>
	Geography (FIELDWORK) - Explain own views about locations, giving reasons - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, coasts, rivers, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time - Describe how the locality of the school has changed over time - Describe key aspects of: - Human geography, including: settlements and land use. - Physical geography, including rivers, mountains, volcanoes, earthquakes. - Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Geography - Describe key aspects of: - Human geography, including: settlements and land use. - Physical geography, including rivers, mountains, volcanoes, earthquakes. - To be able to locate Egypt on a map and the continent of Africa. - To identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Geography (don't worry about going into too much detail with geog milestones this term – all geog milestones revisited in more depth in T6) - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, coasts, rivers, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time - Describe how the locality of the school has changed over time - Describe key aspects of: - human geography, including: settlements and land use. - Physical geography, including rivers, mountains, volcanoes, earthquakes. - Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	History	History - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children. - Use evidence to ask questions and find answers to questions about the past - Suggest suitable sources of evidence for historical enquiries - Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history - Use appropriate historical vocabulary to communicate, including: - Dates - Time period - Era - Change - Chronology - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Place events, artefacts and historical figures on a timeline using dates - Understand the concept of change overtime, representing this, along with evidence, on a time line. - Use dates and terms to describe events	History - Describe changes that have happened in the locality in the past. - Give a broad overview of life in Britain at the time. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children. - Describe different accounts of a historical event, explain why they may differ - Suggest causes/consequences of some of the main events and changes in history - Use appropriate historical vocabulary to communicate, including: - Dates - Time period - Era - Change - Chronology - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Place events, artefacts, historical figures on a timeline using dates - Understand the concept of change overtime, representing this, along with evidence, on a time line. - Use dates and terms to describe events
	Vocab: Urban Rural Countries Continent Capital city Population River Mountains Seasonal Compass points Conservation Environment		

	Land use Settlement Human geography Physical geography	Nature		
4	Is education the same for everyone? (Europe focus)		How can I travel to France from the UK?	How did the Vikings, Anglo-Saxons and Scots struggle to settle in the UK?
	Geography - Ask and answer geographical questions about the physical and human characteristics of a location - Name and locate countries of Europe and identify their main physical and human characteristics - Describe geographical similarities and differences between countries - Describe key aspects of: human geography, including: settlements and land use.		Geography - Ask and answer geographical questions about the physical and human characteristics of a location - Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features - Use a range of resources to identify and compare the key physical and human features of locations - Name and locate countries of Europe and identify their main physical and human characteristics - Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries - Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle human geography, including: settlements and land use. - Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Geography - Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features - Name and locate countries of Europe and identify their main physical and human characteristics - Describe key aspects of: human geography, including: settlements and land use. - Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
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	Vocab: Education Attitudes Rights Diversity Europe Discrimination School Opportunities Britain Tolerance Beliefs Expectations Circumstances Disproportion Gender Characteristics Stereotypes Culture Impact Ethnicity Advantage Education laws		
5	Why is it important to respect people and planet?	What did the Greeks do for us? <u>(INVESTIGATION SKILLS – HANDLING SOURCES)</u>	What was it like to be a child in WW2?
	Geography (First look at fair trade tea trading in Asia then at issues of deforestation and illegal trading in Amazon) - Collect and analyse statistics and other information in order to draw clear conclusions about locations - Identify and describe how the physical features affect the human activity within a location - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. - Name and locate the countries of South America and identify their main physical and human characteristics. - Understand some of the reasons for geographical similarities and differences between countries	Geography - Identify and describe how the physical features affect the human activity within a location - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. - Understand some of the reasons for geographical similarities and differences between countries	Geography - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. - Identify and describe how the physical features affect the human activity within a location - Describe how countries and geographical regions are interconnected and interdependent. - Describe key aspects of: - human geography, including: settlements and land use, economic activity including trade links - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

	- Describe how locations around the world are changing and explain some of the reasons for change. - Describe how countries and geographical regions are interconnected and interdependent. - Describe key aspects of: physical geography, including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. human geography, including: settlements and land use, economic activity including trade links - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) - Use the eight points of a compass, four –figure grid references, symbols and key (Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.		
	History	History - Compare some of the times studied with those of the other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Use sources of evidence to deduce info about the past - Seek out & analyse a wide range of evidence to justify claims about the past. - Understand that no single source of evidence gives a full answer to questions about the past. - Refine lines of enquiry - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. - Use original ways to present information and ideas. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) - Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. - Use dates and terms accurately in describing events.	History - Identify continuity and change in the history of the locality. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Use sources of information to form testable hypotheses about the past. - Select suitable sources of evidence, give reasons for choice - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives a full answer to questions about the past. - Refine lines of enquiry - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. - Use original ways to present information and ideas. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) - Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. - Use dates and terms accurately in describing events.
	Vocab: Landscape Production Responsible Trade Fair-trade Economic activity Interconnected Interdependent Globalisation Import	Exploration Human demand Supply Economic growth Logging Responsible consumption	

	Export		
6	Is water a treasure?	Why were the Maya an impressive civilisation for their time?	What is a home?
	Geography - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. - Identify and describe geographical significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night) - Describe how locations around the world are changing and explain some of the reasons for change - Describe geographical diversity across the world - Describe how countries and geographical regions are interconnected and interdependent (EU). - Describe key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers and the water cycle. human geography, including: settlements and land use, and the distribution of natural resources including energy, food, minerals and water supplies	Geography All geography strands covered in term 1 and 5	Geography (FIELDWORK – local/Bristol city centre study on what makes Cadbury heath/Bristol a home?) - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location - Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map) - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. - Describe how locations around the world are changing and explain some of the reasons for change - Describe geographical diversity across the world - Describe how countries and geographical regions are interconnected and interdependent - Use the eight points of a compass, four –figure grid references, symbols and key (Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.
	History ALL HISTORY MILESTONES COVERED BY T6	History - Compare some of the times studied with those of the other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Use sources of information to form testable hypotheses about the past. - Use sources of evidence to deduce info about the past - Seek out & analyse a wide range of evidence to justify claims about the past. - Understand that no single source of evidence gives a full answer to questions about the past. - Refine lines of enquiry - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. - Use original ways to present information and ideas. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)	History - Identify continuity and change in the history of the locality. - Compare some of the times studied with those of the other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Select suitable sources of evidence, give reasons for choice - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives a full answer to questions about the past. - Refine lines of enquiry - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. - Use original ways to present information and ideas. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)

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	Vocab: Sanitation Water sources Flooding Drought Climate Disease Infection Equality Rights Well Irrigation	Energy Rivers Environmental demand Population Pollution Renewable energy Fossil fuels Dam Hydro power Wildlife Deprivation	