

Whole School Humanities Curriculum Mapping

History and Geography

2026 – 27

Supported with National Curriculum Statements



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	History: How am I making history? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	History: How was school different in the past? Significant historical events, people and places in their own locality	Geography: Why do people live near volcanoes? Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	History: How have children's lives changed? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	History: What was life like in Tudor England? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	History: What was the impact of WW2 on the people of Britain? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	History: How have toys changed? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Geography: Would you prefer to live in a hot or cold place? 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	History: Changes in Britain from the Stone Age to the Iron Age Changes in Britain from the Stone Age to the Iron Age	Geography: Why are rainforests important to us? Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Geography: What is life like in the Alps? Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	History: What does the census tell us about our local area? A local history study
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Geography: What is it like here? Locational knowledge 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	History: How did we learn to fly? Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Geography: Who lives in Antarctica? 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	History: How hard was it to invade and settle in Britain? Britain's settlement by Anglo-Saxons and Scots	History: What did the Greeks ever do for us? Ancient Greece – a study of Greek life and achievements and their influence on the western world	Geography: Why does population change? 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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Spring 2	Geography: What is the weather like in the UK? 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	Geography: Why is our world wonderful? 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	History: Why did the Roman's live in Britain? The Roman Empire and its impact on Britain	Geography: Where does our food come from? 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	Geography: Why do oceans matter? Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Geography: Where does our energy come from? 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
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	History: How have explorers changed the world? The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	History: What is a monarch? The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	History: The achievements of the earliest civilizations: Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	History: The Ancient Mayan A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	History: Were the Vikings raiders, traders or something else? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	History: Unheard Histories – Who should feature on a £10 bank note? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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Summer 2	Geography: What is it like to live in Shanghai? 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	Geography: What is it like to live by the coast? 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	Geography: Are all settlements the same? 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	Geography: What are rivers and how are they used? Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Geography: Would you like to live in the desert? 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	Geography: Can I carry out an independent fieldwork enquiry? 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.