

Humanities Topic Map 2026/2027

KAPOW

History

Geography

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nur						
Rec						
1	What is it like here?	How am I making History?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What is it like to live in Shanghai?
2	How was school different in the past?	Would you prefer to live in a hot or cold place?	How did we learn to fly?	Why is our world so wonderful?	What is a monarch?	What is it like to live by the coast?
3	British History 1: Would you prefer to have lived in the Stone Age or Bronze Age?	Why do people live near volcanoes?	British History 2: Why did the Romans invade and settle in Britain?	Who lives in Antarctica?	What was important to ancient Egyptians?	Are all settlements the same?
4	How have children's lives changed?	Why are rainforests important to us?	British History 3: How hard was it to invade and settle in Britain?	Where does our food come from?	How did the achievements of the Maya civilisation influence their society and beyond?	What are rivers and how are they used?
5	What is life like in the Alps?	British History 4: Were the Vikings raiders, traders or something else?	British History 5: What was life like in Tudor England?	Why do oceans matter?	What is the legacy of the ancient Greek civilisation?	Would you like to live in the desert?
6	What can the census tell us about local area?	Why does population change?	British History 6: What was the impact of World War 2 on the people of Britain?	Where does our energy come from?	Transition Unit Unheard histories: Who should go on the banknote? Or What was the Sikh Empire?	Can I carry out an independent fieldwork enquiry?

Camps Hill Primary School - Geography Curriculum Progression

Kapow Topics across the Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Under the sea We are in the jungle We are going on a journey (PS) We are explorers (N) All about me Marvellous Me Wonderful world Super stories (R)	What is it like here? Lesson 1: Where in the world are we? Lesson 3: What can we find in our school grounds? Lesson 4: Where are the different places in our school?	Would you prefer to live in a hot or cold place?	Why do people live near volcanoes?	Why are rainforests important to us?	What is life like in the Alps?	Why does population change?
Spring		What is the weather like in the UK? Lesson 1: Where is the UK? Lesson 3: What are the compass directions? Lesson 5: Is the weather the same everywhere in the UK?	Why is our world so wonderful?	Who lives in Antarctica?	Where does our food come from?	Why do oceans matter?	Where does our energy come from?
Summer		What is it like to live in Shanghai? Lesson 4: What can you see in China? Lesson 5: What is Shanghai like? Lesson 6: How is Shanghai different from our local area?	What is it like to live by the coast?	Are all settlements the same?	What are rivers and how are they used?	Would you like to live in the desert?	Can I carry out an independent fieldwork enquiry?

Camps Hill Primary School - Geography Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Talk about different types of transport and journeys. Name the school and area that they live in.	National Curriculum. Pupils should be taught to: - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's seven continents and five oceans.		National Curriculum. Pupils should be taught to: - Locate the world's countries, using maps to focus on Europe (including the location I 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, the tropics of Cancer and Capricorn, Artic and Antarctic Circle, The Prime Greenwich Meridian and time zones (including day and night)			
		Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.	Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	Children know about similarities and differences in relation to places (ELG) Suggest ideas for improving the classroom, outdoor area. Children talk about features of their own immediate environment and how environments may vary from one another (ELG)	National Curriculum. 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		National Curriculum. 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			
		Show simple understanding by describing the places and features they study using some geographical vocabulary. Begin to identify some similarities and differences and simple patterns in the environment.	Show understanding by describing the places and features they study using simple geographical vocabulary. Identify some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Begin to compare places. Begin to understand simple reasons for similarities and differences.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. More skilled at comparing places. Understand some reasons for similarities and differences between places.	Understand simply what a number of places are like, how and why they are similar and different. Understand simply how and why they are changing.	Understand in some detail what a number of places are like and how and why they are similar and different. Understand how and why places are changing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and physical geography	Describe seasonal and daily weather changes. Look closely at similarities, differences, patterns, and change (40-60) Vocabulary: School, home, house, garden, field. Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)	National Curriculum. Pupils should be taught to: - 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 - 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/South Polies.		National Curriculum. 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			
		Begin to identify seasonal and daily weather patterns in the United Kingdom. Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Begin to use some basic geographical vocabulary to refer to physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop	Can identify seasonal and daily weather patterns in the United Kingdom Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Can use simple geographical vocabulary to refer to physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Can use simple geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand a key aspect of human and physical geography. Can identify patterns. Interpret how places change and the links between people and the environment.	Describe and understand a key aspect of human and physical geography. Can identify patterns. Demonstrate how places change and some links between people and the environment.	Describe and understand a key aspect of human and physical geography. Know simple spatial patterns in physical and human geography. Know the conditions which influence those patterns, and the processes which lead to change. Show simple understanding of the links between places, people and environments.	Describe and understand a key aspect of human and physical geography. Know about some spatial patterns in physical and human geography, Know the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments

Camps Hill Primary School - Geography Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	Can recognise a globe and map of the world. Can use basic directional language: up, down, right, left, under and around. Can make basic observations about the environment they are in Can draw a basic sketch showing some key features of the environment they are in or know.	National Curriculum. Pupils should be taught to: - Use world maps, atlases, and globes to identify the UK 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 directional language 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 – physical and human features.		National Curriculum. 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 to build their knowledge of the UK 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.			
	Can draw a simple map using imagination or knowledge of a specific place. Can measure using simple words and simple recording. Can ask and answer questions about places, features and environments. Can work in a group to ask and answer questions.	- Can use picture maps and globes. - Can use simple directional language: near, far, left, and right to describe the locational of features and routes on a map. - Can make simple observations. - Can draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols. - Can work in a group with an adult to ask questions about the school its grounds and surrounding environment. - Can measure using simple words and frequency recording. - Can reach simple conclusion to fieldwork question or prediction.	- Can use a simple atlas. - Can use the four-point compass: North South, East and West, directions to describe location of features and routes on a map. - Can make detailed observations. - Can use photo, video, or audio to gather evidence of what they can see. - Can use aerial photos to recognise landmarks and basic human and physical features. - Can use aerial photos to recognise landmarks and basic human and physical features. - Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple key. - Can ask trusted and familiar adults questions about the school, its grounds and surrounding environment. - Can measure using a guided tally and standard units such as minutes and metres. - Can present findings simply using maps and graph. - Can reach a simply described conclusion to fieldwork question or prediction.	- Can confidently use a range of maps and images. - Can confidently use compass directions: North, South, East, and West to follow and give directions to build knowledge of the UK and the wider world. - Can use letter and number coordinate to locate features on a map. - Can make links to different observations in the local area. - Can use a camera, video, or audio to gather appropriate data. - Can draw a sketch map with simple annotations showing human and physical features of the local area. - Can draw a simple map of familiar short route using OS symbols. - Can confidently ask geographical questions about places and environments and express opinions to a range of people. - Can measure accurately using a tally and standard units. - Can identify benefits and limitations of data collection methods. - Can present data and findings simply using maps, graphs and digital technologies. - Can reach a thoroughly described conclusion to the fieldwork. - Question or prediction.	- Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping. - Can identify the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Can use four-figure grid references to locate features on a map. - Can make clear links between different observations in the local area. - Can use a camera and locate labelled photos on a map. - Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. - Can draw an accurate map of a short route using OS symbol. - Can devise and ask questions using geographical vocabulary to recognise that others may think differently. - Can answer questions about places and environments to aid investigation and express their different opinions relating to issues. - Can measure using simple instruments, digital technologies and can measure more than one aspect at once. - Can describe the benefits and limitations of data collection methods. - Can present data and findings using maps, graphs, and digital technologies to show a clear enquiry route from teacher led question to child led conclusion. - Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.	- Can confidently use an atlas including the contents page and index. - Can confidently use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Can accurately use four- figure grid references on an OS map and attempt six-figure references. - Can make clearly explained links between observations in the local area. - Can use a camera and locate annotated photos on a map. - Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key. - Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. - Can ask questions to carry out an investigation and express the opinions from a range of points of view. - Can measure human and physical features in the local area using a range of appropriate instruments. - Can simply justify data. - collection methods. - Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. - Can reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence.	- Can confidently use a range of maps, atlases, images, globes and digital mapping. - Can confidently and accurately use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Can accurately use six- figure grid references on an OS map. - Can make clearly explained links between observations in the local area and the wider world to identify patterns. - Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. - Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. - Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. - Can ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view. - Can accurately measure human and physical features in the local area using a range of appropriate instruments. - Can confidently justify and evaluate data collection methods. - Can independently present data and findings using maps, graphs, and digital technologies to show a clear enquiry route from child led question to child led conclusion. - Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.

Camps Hill Primary School - History Curriculum Progression

Topics across the Year Links to previous topics							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	We love stories (PS) We are going on a journey.	How am I making History? Lesson 1: What is my history? Lesson 4: What was it like for children in the past? Lesson 5: What have I learnt about childhood in the past?	How was school different in the past?	British History 1: Would you prefer to have lived in the Stone Age or Bronze Age?	How have children's lives changed?	British History 4: Were the Vikings raiders, traders or something else?	What can the census tell us about the local area?
Spring	All about me (N) We are storytellers.	How have toys changed? Lesson 1: What is your favourite toy? Lesson 2: Did your parents and grandparents play with the same toys as you? Lesson 3: What were toys like in the past? Lesson 4: What is similar and different about toys now and in the past?	How did we learn to fly?	British History 2: Why did the Romans invade and settle in Britain?	British History 3: How hard was it to invade and settle in Britain?	British History 5: What was life like in Tudor England?	British History 6: What was the impact of World War 2 on the people of Britain?
Summer	Marvellous me (R) Super stories.	How have explorers changed the World? Lesson 1: What is an explorer? Lesson 2: Where have explorers travelled and when? Lesson 3: Who was Christopher Columbus and what did he do? Lesson 5: How has exploration changed?	What is a monarch?	What was important to ancient Egyptians?	How did the achievements of the Maya civilisation influence their society and beyond?	What is the legacy of the ancient Greek civilisation?	Transition Unit Unheard histories: Who should go on the banknote? Or What was the Sikh Empire?

	Past and Present ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum: Pupils should be taught to: - An awareness of the past using common words and phrases that shows the passing of time. - Know where the people and events they study fit within a chronological framework. - Use a wide vocabulary of everyday historical terms.		National Curriculum: Pupils should be taught to: - Develop chronologically secure knowledge and understanding of British local and world history - Develop the appropriate use of historical terms			
		- Use simple timelines to sequence processes, events, objects within their own experience. - More confident in use of terms old and new. - Uses terms then and now correctly and is comfortable with the term the past. - Understands that the world was different in the olden days. - Can follow logic of fiction titles such as 'Once there were giants.	- Can sequence within clock and calendar time. - Can sequence parts of more complex story where action takes place over long period of time. - Children realise that we use dates to describe events in time e.g., 1666 for the Great Fire of London. - Children can use phrases such as 'over three hundred years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time.	- Use a timeline to place historical events in chronological order. - Understand that a timeline can be divided in BC (Before Christ) and AD (Anno Domini). - Describe dates and order significant events from the period studied.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Order significant events and dates on a timeline. - Describe the main changes in a period in history.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Order significant events and dates on a timeline. - Describe the main changes in a period in history.	- Order significant events, movements, and dates on a timeline. - Identify and compare changes within and across different periods. - Understand how some historical events occurred at the same time in various locations (Ancient Egypt and Prehistoric Britain)
Knowledge and understanding of past events, people, and changes in the past		National Curriculum. Pupils should be taught to: Identify similarities and differences between ways of life in different periods.		National Curriculum. Pupils should be taught to: Note connections, contrasts, and trends over time			
		Can give simple reason/consequences why a real person acted as they did in an historical situation. Recall some facts about people/events before living memory.	- Can give clear explanation of an important event, offering 2 or 3 reasons why an event took place. - Children give a few reasons for more complex human actions. - Use information to describe the past (differences between then and now). - Recount the main events from a significant event in history.	- Use evidence to describe the culture and leisure activities from the past. - Use evidence to describe the clothes, way of life and actions of people in the past. - Use evidence to describe buildings and their uses of people from the past.	- Use evidence to describe what was important to people from the past. - Use evidence to show how the lives of rich and poor people from the past differed. - Describe similarities and differences between people, events and artefacts studied. - Describe how some of the things studied from the past affect/influence life today.	- Choose reliable sources of information to find out about the past. - Give own reasons why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events, and artefacts studied. - Describe how historical events studied affect/influence life today. - Make links between some of the features of past societies (e.g., religion, houses, society, technology).	- Choose reliable sources of information to find out about the past. - Give reasons why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events and artefacts studied. - Describe how some of the things studied affect/influence life today. - Make links between some of the features of past societies (e.g., religion, houses, society, technology).

Camps Hill Primary School - History Curriculum Progression

	Past and Present ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation		National Curriculum. Pupils should be taught to: Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		National Curriculum. Understand how our knowledge of the past is constructed from a range of sources			
		Look at books, videos, photographs, pictures, and artefacts to find out about the past.	Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to find out about the past.	Explore the idea that there are different accounts of history.	- Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others.	- Understand that some evidence from the past is propaganda, opinion, or misinformation, and that this affects interpretations of history. - Give reasons why there may be different accounts of history. - Evaluate evidence to choose the most reliable forms.	- Evaluate evidence to choose the most reliable forms. - Know that people both in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical enquiry		National Curriculum. Pupils should be taught to: Ask and answer questions		National Curriculum. Pupils should be taught to: Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			
		- Identify different ways in which the past is represented. - Explore events, look at pictures and ask questions.	- Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions.	- Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Ask questions and find answers about the past.	- Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Ask questions and find answers about the past.	- Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	- Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer.
Organisation and communication		National Curriculum. Pupils should be taught to: Choose and use parts of stories and other sources to show that they know and understand key features of events.		National Curriculum. Pupils should be taught to: Construct informed responses that involve thoughtful selection and organisation of relevant historical information.			
		- Sort events or objects into groups. - Use timelines to order events or objects. - Tell stories about the past. - Talk, write and draw about things from the past.	- Describe objects, people, or events in history. - Use timelines to order events or objects or place significant people. - Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Plan and present a self-directed project or research about the studied period.	- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Plan and present a self-directed project or research about the studied period.