



Humanities Stage 1 Outcomes: Knowledge and Skills **How my World Works?**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic: Autumn Leaves	Topic: Sparkle and Shine	Topic: Once Upon a Time...	Topic: Spring Time	Topic: Minibeasts	Topic: What's at the beach?
	Geographical Skills and Field Work	Geographical Skills and Field Work Fieldwork in the local area	Human and Physical Geography Geographical Skills and Field Work Place Knowledge Fieldwork in the local area; Human and physical features	Geographical Skills and Field Work	Place Knowledge Human and Physical Geography	Human and Physical Geography Geographical Skills and Field Work Place Knowledge
	Knowledge: I know some of the autumn features in my environment when on a walk. I know items found outside. I know senses can help me explore. I know that things change in the outside environment. I know seasonal changes in weather. I know some of the items associated with autumn.	Knowledge: I know some things are not usually found in the outside environment. I know things change if left outside. I know some items are not found naturally in forest schools and can explore these.	Knowledge: I know that the soil can be used to plant seeds. I know that somethings planted can be eaten. I know that plants grow at different speeds.	Knowledge: I know some of the spring changes in my environment when on a walk. I know items found outside. I know senses can help me explore. I know that things change in the outside environment. I know seasonal changes in weather. I know some of the items associated with spring.	Knowledge: I know where to look for minibeasts. I know what to use to make a minibeast home. I know where to find items to make a minibeast home.	Knowledge: I know the seaside is different to school. I know what the seaside looks like. I know what it is like to visit the seaside. I know what I might find at the seaside.
	Skills: I can explore natural features when on a woodland walk. I can collect natural items to explore on the classroom. I can use my senses to explore natural items found outside. I can recognise changes in the weather. I can explore leaves, conkers, acorns etc.	Skills: I can use my knowledge of the environment to find things on a treasure hunt. I can explore how things change if left outside. I can compare natural and manmade objects in forest school. I can recognise similarities and differences (G)	Skills: I can plant seeds and make observations as they grow. I can use the cress that I have planted to make food. I can watch the peas grow and wait for them to be ready to eat.	Skills: I can explore natural features when on a woodland walk. I can collect natural items to explore on the classroom. I can use my senses to explore natural items found outside. I can recognise changes in the weather. I can explore leaves, flowers, buds, seeds etc.	Skills: I can look in my environment for minibeasts. I can make places for minibeasts to live. I can explore natural materials that minibeasts like.	Skills: I can explore natural items found at the seaside. I can explore seaside experiences. I can match similar items.
Underpinning Stage 2 Learning	Geographical Skills and Field Work Fieldwork in the local area	Geographical Skills and Field Work Fieldwork in the local area	Human and Physical Geography Geographical Skills and Field Work Place Knowledge Fieldwork in the local area; Human and physical features	Geographical Skills and Field Work Making sketch maps	Place Knowledge Human and Physical Geography Locating countries and cities;	Human and Physical Geography Geographical Skills and Field Work Place Knowledge Fieldwork in the local area; Human and physical features
Year 2	Topic: Explorers	Topic: Light and Shade	Topic: Let it Snow!	Topic: Let's Build!	Topic: Going on Safari	Topic: At the Seaside
	Geographical Skills and Field Work Human and Physical Geography	Human and Physical Geography Geographical Skills and Field Work	Location Knowledge Human and Physical Geography	Geographical Skills and Field Work Human and Physical Geography	Location Knowledge Human and Physical Geography	Human and Physical Geography Place Knowledge
	Knowledge: I know what my senses are. I know and can name items from the nature.	Knowledge: I know what my senses are. I know the terms same and different. I know what light and dark are	Knowledge: I know what my senses are. I know and can name items from the nature. I know how the environment changes with the seasons.	Knowledge: I know what my senses are. I know and understand words related to position. I know the names of buildings in the environment.	Knowledge: I know what my senses are. I know the names of zoo animals. I know the terms same and different. I can match the same and different	Knowledge: I know what my senses are. I know the names of physical features at the seaside.
	Skills: I can explore the natural world around me (G) I can follow directions (G) I can take a familiar route (G)	Skills: I can explore the natural world around me (G) I can recognise similarities and differences (G) I can explore making shadows	Skills: I can explore the natural world around me (G) I can describe my immediate environment (G)	Skills: I can use positional language (G) I can discuss routes and locations (G) I can use forwards, backwards, turn	Skills: I can explore the natural world around me (G) I can begin to understand the need to respect and care for the natural environment (G)	Skills: I can explore the natural world around me (G) I can talk about the lives of people around them and their roles in society (H)

Link to stage 2 Learning	Geographical Skills and Field Work Human and Physical Geography Making Maps, aerial photographs, Geographical vocabulary to describe features	Human and Physical Geography Geographical Skills and Field Work Settlements; Changes over time, using maps, atlases and aerial photographs.	Location Knowledge Human and Physical Geography Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities	Geographical Skills and Field Work Human and Physical Geography Making Maps, aerial photographs, Geographical vocabulary to describe features.	Location Knowledge Human and Physical Geography Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities	Human and Physical Geography Place Knowledge Coastal Feature Contrast and compare 2 towns
Year 3	Topic: Healthy Choices	Topic: Hibernating	Topic: Our Colourful World	Topic: Knights and Dragons	Topic: Take me on a Journey	Topic: Splash!
	Geographical Skills and Field Work Location Knowledge	Human and Physical Geography	Human and Physical Geography	HISTOY FOCUS	Geographical Skills and Field Work Location Knowledge	Geographical Skills and Field Work Human and Physical Geography
	Knowledge: I know what my senses are. I know and can name items from the nature. I know how the environment changes with the seasons. I know and understand words related to position.	Knowledge: I know what my senses are. I know how to care for nature.	Knowledge: I know what my senses are. I know how to care for nature.	Knowledge: I know that knights and castles are from a long time ago I know that knights are people from the past and dragons are from old stories I know that objects like armour, shields and castles belong to the past	Knowledge: I know what my senses are. I know the names of physical features at the seaside. I know the terms same and different.	Knowledge: I know what my senses are. I know and can name items from the nature. I know how the environment changes with the seasons.
	Skills: I can understand important processes and changes in the seasons (G) I can use positional language (G)	Skills: I can explore the natural world around me (G) I can begin to understand the need to respect and care for the natural environment (G)	Skills: I can explore the natural world around me (G) I can begin to understand the need to respect and care for the natural environment (G)	Skills: I can show interest or respond during objects from history, knights and dragons (looking, reaching, moving, vocalising) I can make a choice or show a preference between history objects (knight or dragon) I can explore history, such as knights and dragons, with an adult through shared play or sensory stories	Skills: I can describe my immediate environment (G) I can use positional language (G) I can discuss routes and locations (G)	Skills: I can explore the natural world around me (G) I can use my senses to explore natural materials (G)
Link to stage 2 Learning	Geographical Skills and Field Work Location Knowledge Using and making maps and directions.	Human and Physical Geography Plants in the local environment; Plants of the world	Human and Physical Geography Plants in the local environment; Plants of the world	Geographical Skills and Field Work Location Knowledge Using and making maps and directions.	Geographical Skills and Field Work Location Knowledge Using and making maps and directions.	Geographical Skills and Field Work Human and Physical Geography Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion;

Humanities Stage 2 Outcomes: Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Building on stage 1 learning: I can use my senses in hand on exploration on natural materials (G) I can explore the natural world around me (G)	Building on stage 1 learning: I can explore the natural world around me (G) I can use my senses in hand on exploration on natural materials (G)	Building on stage 1 learning: I can talk about the lives of people around them and their roles in society (H)	Building on stage 1 learning: I can explore the natural world around me (G) I can begin to understand the need to respect and care for the natural environment (G)	Building on stage 1 learning: I can use my senses in hand on exploration on natural materials (G) I can explore the natural world around me (G)	Building on stage 1 learning: I can explore the natural world around me (G) I can explore similarities and differences in environments (G)
Year 1	Topic: Me and My Memories <i>Geography and history focus</i>	Topic: Make some Noise! <i>Geography focus</i>	Topic: Let's Get Fit! <i>History focus</i>	Topic: Exploring our Neighbourhood <i>Geography and history focus</i>	Topic: Nature Detectives <i>Geography focus</i>	Topic: Colourful Carnivals <i>Geography focus</i>
	Geography Coverage:	Geography Coverage:	Geography Coverage: Events Beyond Living Memory	Geography Coverage: Human and Physical Geography	Geography Coverage:	Geography Coverage: Place Knowledge

	Geographical Skills and Field Work Fieldwork in the local area	Geographical Skills and Field Work Making sketch maps	Lives of Significant Individuals Events and people related to the Olympics	Geographical Skills and Field Work Place Knowledge Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images	Geographical Skills and Field Work Fieldwork	Human and Physical Geography Locating countries and cities; Comparing areas of UK with Rio de Janeiro
ENGAGEMENT PATHWAY Knowledge outcomes	Knowledge: I know some things are not usually found in the outside environment. I know things change if left outside. I know some items are not found naturally in forest schools and can explore these.	Knowledge: I know some of the autumn features in my environment when on a walk. I know how to match items found outside. I know senses can help me explore. I know that things change in the outside environment. I know the weather. I know some items associated with autumn.	Knowledge: I know that the soil can be used to plant seeds. I know that some things can be eaten. I know that plants grow at different speeds.	Knowledge: I know some spring changes in my environment when on a walk. I know how to match items found outside. I know senses can help me to explore. I know that things change in the outside environment. I know the weather. I know some of the items associated with spring.	Knowledge: I know where to look for minibeasts. I know what to use to make a minibeast home.	Knowledge: I know the seaside is different to school. I know what the seaside looks like. I know what it is like to visit the seaside. I know what I might find at the seaside.
Skill outcomes	Skills: I can use my knowledge of the environment to find things on a treasure hunt. I can explore how things change if left outside. I can compare natural and manmade objects in forest school.	Skills: I can explore natural features when on a woodland walk. I can collect natural items to explore in the classroom. I can use my senses to explore natural items found outside. I can recognise changes in the weather. I can explore leaves, conkers, acorns etc.	Skills: I can plant seeds and make observations as they grow. I can use the cress that I have planted to make food. I can watch the peas grow and wait for them to be ready to eat.	Skills: I can explore natural features when on a woodland walk. I can collect natural items to explore in the classroom. I can use my senses to explore natural items found outside. I can recognise changes in weather. I can explore leaves, flowers, buds, seeds, etc.	Skills: I can look in my environment for minibeasts. I can explore natural materials that minibeasts like.	Skills: I can explore natural items found at the seaside. I can explore seaside experiences. I can match similar items.
	Geography Knowledge: I know the names and can give examples of some of the key features of my local area.	Geography Knowledge: I know what a map is and can recognise a map of the classroom using fieldwork observations. I know and recognise some basic map symbols and begin to understand how these can be used in a key.		Geography Knowledge: I know an aerial photograph is a photograph taken from above. It allows you to see many roads at once, like on a map. I know maps have symbols on them to show us important buildings and other features of the area. I know human features are characteristics of a place that were made by humans, for example shops and roads.	Geography Knowledge: I know and can give examples of some of the key features of my local area.	Geography Knowledge: I know that London is the capital city of England I know the key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.
	Geography Skills: I can undertake simple fieldwork within school locality.	Geography Skills: I can use world maps, atlases and globes. I can use simple compass directions.		Geography Skills: I can name and give examples of some of the key features of my local area. I can use observational skills to sort physical and human features using aerial photographs.	Geography Skills: I can undertake simple fieldwork within school locality.	
	History Coverage: Changes within living memory		History Coverage:	History Coverage: Changes within living memory Significant people; Places and events in the local area		
	History Knowledge: I know that people grow old I know how I have changes To state my favourite childhood toy		History Knowledge: I know that changes occur over time. I know the difference between new and old. I know how bikes have developed over time	History Knowledge: I know a local landmark I know the history of Bennerley viaduct		
	History Skills: I can make a family tree I can explore toys from the past		History Skills: I can explore historical understanding through stories. I can explore historical objects.	History Skills: I can state differences between old and new photos I can participate in a field trip to Bennerly Viaduct		
	Building on stage 1 learning: I can explore the natural world around me. (G) I can begin to understand the need to respect and care for the natural environment. (G)	Building on stage 1 learning: I can use my senses in hand on exploration on natural materials. (G) I can explore the natural world around me. (G)	Building on stage 1 learning: I can explore the natural world around me. (G) I can begin to understand the need to respect and care for the natural environment. (G)	Building on stage 1 learning: I can explore the natural world around me. (G) I can begin to understand the need to respect and care for the natural environment. (G)	Building on stage 1 learning: I can use my senses in hand on exploration on natural materials. (G) I can explore the natural world around me. (G)	Building on stage 1 learning: I can explore the natural world around me. (G) I can begin to understand the need to respect and care for the natural environment. (G)
Year 2	Topic: Whatever the Weather <i>Geography and history focus</i>	Topic: Down in the Woods <i>Geography focus</i>	Topic: London Life <i>Geography and history focus</i>	Topic: In the Past <i>Geography and history focus</i>	Topic: The Animal Kingdom <i>Geography focus</i>	Topic: Beach Explorer <i>Geography focus</i>
	Geography Coverage: Human and Physical Geography	Geography Coverage:	Geography Coverage: Location Knowledge	Geography Coverage: Human and Physical Geography	Geography Coverage:	Geography Coverage: Human and Physical Geography

	Weather Seasonal and daily weather patterns	Geographical Skills and Field Work Human and Physical Geography Making Maps, aerial photographs, Geographical vocabulary to describe features	Human and Physical Geography Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities	Geographical Skills and Field Work Settlements; Changes over time, using maps, atlases and aerial photographs	Human and Physical Geography Geographical Skills and Field Work	Place Knowledge Coastal features Contrast and compare 2 towns.
ENGAGEMENT PATHWAY Knowledge Outcomes	Geography Knowledge: I know of the seasons and some of the weather we have in the United Kingdom. I know of some hot and cold countries in the world. I know how to match symbols to name some geographical features; for example beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, with support,	Geography Knowledge: I know how to use symbols to explore some human features, including city, town, village, factory, farm, house, office, port, harbour and shop, with support,	Geography Knowledge: I know how to explore key features of a location such as a city, town, and village, coastal or rural area with support.	Geography Knowledge: I know how to explore maps, globes and atlases with support. I am beginning to know how to use globes, maps and atlases to locate the countries and capital cities of the U.K with support.	Geography Knowledge: I know of the compass directions: North, South, East, West. I know of some map symbols (river, church, roads etc).	Geography Knowledge: I know some key features of the coast, with support. I know of and can begin to compare two small towns with support.
Skills Outcomes	Geography Skills: I can name some key features of my local area, with support. I can match some physical and human geographical features, with support.	Geography Skills: I can explore compass directions with support. I can explore aerial photos and construct simple maps with support.	Geography Skills: I can use symbols and photographs to match key features of my local area, with support. I can sort physical and human features using photographs or symbols, with support.	Geography Skills: I can compare geographical features of towns and the countryside using objects, symbols, maps and photographs, with support.	Geography Skills: I can explore simple compass directions with support. I can follow a simple route on a map, with support. I can recognise basic map symbols, with support.	Geography Skills: I can use symbols and objects to begin to understand simple geographical language. I can compare and contrast features of two small towns, with support.
	Geography Knowledge: I know the seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. I know how to use basic geographical. vocabulary/symbols to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil.	Geography Knowledge: I know the key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	Geography Knowledge: I know the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.	Geography Knowledge: I know how to use globes, maps and atlases to locate the countries and capital cities of the U.K. I know how to use a growing range of subject specific vocabulary.	Geography Knowledge: I know the compass directions are North, South, East, West) I know of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others'.	Geography Knowledge: I know the key features of the coast. I know of and can compare two small towns.
	Geography Skills: I can name and give examples of some of the key features of my local area. I can use observational skills to sort physical and human features using aerial photographs.	Geography Skills: I can use simple compass directions. I can use aerial photos and construct simple maps.	Geography Skills: I can name and give examples of some of the key features of my local area. I can use observational skills to sort physical and human features using aerial photographs.	Geography Skills: I can compare geographical features of towns and the countryside using their existing observations, maps and photographs.	Geography Skills: I can use simple compass directions. I can plot and navigate a simple route on a map. I can recognise basic map symbols and use these in a key	Geography Skills: I can use simple geographical language. I can compare and contrast.
	History Coverage: Lives of significant individuals People who have made big changes in their lifetime. Sir Francesi Beaufort		History Coverage: Events Beyond Living Memory Monarchy; Significant event – Great Fire of London	History Coverage: Changes in Living Memory Events Beyond Living Memory Lives of significant individuals School Life in the Past		
ENGAGEMENT PATHWAY Knowledge Outcomes	History Knowledge: I know of some key people from history. I know of some of the changes these people have made.		History Knowledge: I know of some people from the royal family. I know of some key historical people related to the Great Fire of London.	History Knowledge: I know what classrooms were like in the past.		
Skills Outcomes	History Skills: I can begin to recognise the difference between two important people, with support.		History Skills: I can identify a member of the royal family, with support.	History Skills: I can explore school objects from the past through touch, sound, or movement I can show interest or respond to stories about school life in the past I can take part in simple activities like writing, drawing, or role-play like children in the past		

	History Knowledge: I know specific individuals associated with an historical era. I know and understand what changes individuals made.		History Knowledge: I know and understand what the monarchy is I know which historical figures were involved in the fire and the evidence they provided	History Knowledge: I know that children long ago went to school in different classrooms I know that children long ago used different things to write and learn (slates, chalk, quills) I know that children long ago wore different clothes for school		
	History Skills: I can differentiate between two important people.		History Skills: I can identify a member of the royal family.	History Skills: I can explore school objects from the past through touch, sound, or movement I can show interest or respond to stories about school life in the past I can take part in simple activities like writing, drawing, or role-play like children in the past		
Year 3	Building on stage 1 learning: I can use my senses in hand on exploration on natural materials. (G) I can explore the natural world around me.(G)			Building on stage 1 learning: I can explore the natural world around me. (G) I can begin to understand the need to respect and care for the natural environment. (G)	Building on stage 1 learning: I can use my senses in hand on exploration on aural materials. (G) I can explore the natural world around me. (G)	Building on stage 1 learning: I can use my senses in hand on exploration on natural materials. (G) I can explore the natural world around me. (G)
Year 3	Topic: Blast off! <i>Geography and history focus</i>	Topic: I Need a Hero! <i>history focus</i>	Topic: Messy Mixtures	Topic: In the Garden <i>Geography focus</i>	Topic: A Pirate Life <i>Geography and history focus</i>	Topic: On the Coast <i>Geography focus</i>
	Geography Coverage: Geographical Skills and Field Work Local environment, Satellite images, aerial photographs			Geography Coverage: Human and Physical Geography Plants in the local environment; Plants of the world	Geography Coverage: Geographical Skills and Field Work Location Knowledge Using and making maps; Locational knowledge; Directions	Geography Coverage: Geographical Skills and Field Work Human and Physical Geography Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language/differences; Compass directions; Physical processes – erosion; Changes over time; Tourism
EARLY ENGAGEMENT PATHWAY Knowledge Outcomes	Geography Knowledge: I know how to explore objects of reference or photos to recognise patterns and features in my environment -tree, bark, flower petal, leaf shapes, I know how to explore my local environment using photos, maps and visiting local places.			Geography Knowledge: I know how to explore my immediate environment from observations, non-fiction texts and maps. I know how to explore vocabulary linked to my immediate environment- tree, plant, building etc.	Geography Knowledge: I know how to explore simple maps. I know how to explore different directions (forwards and backwards).	Geography Knowledge: I know that my immediate environment looks different to other environments (explore other environments in England- i.e. seaside). I know some features and environments (such as food, animals and plants) look different in other countries (comparison between England and a country from another continent).
Skills Outcomes	Geography Skills: I can explore what I see, hear and feel outside in the natural world. I can explore seasonal changes using my senses. I can explore objects of reference or photos to recognise patterns and features in my environment. I can use observational skills to find and match patterns and features in my environment. I can explore my local environment using photos, maps and visiting local places.			Geography Skills: I can find and match natural and man-made features in my immediate environment, using objects of reference, photos or symbols-tree, plant, building etc.	Geography Skills: I can explore directions using simple maps and devices to support me.	Geography Skills: I can, use sensory experiences, to explore environments different to my own (i.e. seaside). I can explore features and environments (food, animals and plants) from another country using a story or sensory experience. I can find and match, using objects of reference, photos or symbols, features and environments (food, animals, plants) from another country.

ENGAGEMENT PATHWAY Knowledge Outcomes	Geography Knowledge: I know how to explore aerial images to recognise landmarks and simple physical features. I know how to explore using maps, atlases, globes and digital/computer mapping to locate countries and describe features.			Geography Knowledge: I know how to explore globes, maps and atlases to locate the countries and capital cities of the U.K. I know how to explore vocabulary linked to countries and capital cities of the UK.	Geography Knowledge: I know how to explore maps. I know how to explore different directions (north, south, east, west).	
Skills Outcomes	Geography Skills: I can give examples of some of the key features of my local area. I can use observational skills to sort physical and human features using aerial photographs.			Geography Skills: I can compare geographical features of towns and the countryside using observations, maps and photographs.	Geography Skills: I can use maps, atlases, globes and digital/computer mapping, with support, to locate countries. I can begin to use compass points, symbols and a simple key to build my knowledge of the United Kingdom and the wider world.	
PROGRESSION PATHWAY Knowledge Outcomes	Geography Knowledge: I know and understand aerial images and plan perspectives to recognise landmarks and basic physical features. I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features.			Geography Knowledge: I know how to use globes, maps and atlases to locate the countries and capital cities of the U.K. I know how to use a growing range of subject specific vocabulary.	Geography Knowledge: I know and understand maps and draw one I know and understand directions. I know and can use a range of locational terminologies.	
Skills Outcomes	Geography Skills: I can give examples of some of the key features of my local area. I can use observational skills to sort physical and human features using aerial photographs.			Geography Skills: I can compare geographical features of towns and the countryside using their existing observations, maps and photographs.	Geography Skills: I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can 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	
	History Coverage: Changes in Living Memory Events Beyond Living Memory Lives of significant individuals Significant people – Astronauts; Changes within living memory	History Coverage: Lives of significant individuals Historical heroes and heroines			History Coverage: Lives of significant individuals Significant historical people – Captain James Cook, Grace Darling; Famous pirate	
EARLY ENGAGEMENT PATHWAY Knowledge Outcomes	I know of Neil Armstrong and the first moon landing.	I know about a hero or heroine from an event from the past.			I know about an event from the past I know how to explore events associated with Captain James Cook, Grace Darling.	
Skills Outcomes	I can explore the sequence of events for the moon landing using sensory experiences or stories.	I can show an interest in the story or events of a past hero, heroine I can explore the events associated with this hero or heroine using sensory experiences or stories.			I can show an interest in the story or events of Captain James Cook, Grace Darling. I can explore the events associated with Captain James Cook, Grace Darling using sensory experiences or stories.	
ENGAGEMENT PATHWAY Knowledge Outcomes	I know of the first moon landing. I know some facts about Neil Armstrong.	I know about an event from the past. I know about a hero or heroine from an event from the past.			I know about an event from the past. I know how to compare aspects of life in different periods (James Cook, Grace Darling).	
Skills Outcomes	I can name some of the planets of the solar system. I can use visuals to help me sequence events of space history.	I can ask and answer questions about a key event or person of the past. I can show an awareness of a past hero, heroine or event.			I can use different vocabulary relating to a historical event or person. I can ask and answer questions about a key event or key person.	
PROGRESSION PATHWAY Knowledge Outcomes	History Knowledge: I know about the 1 st Moon landing I know about Neil Armstrong and crew	History Knowledge: I know about an event beyond living memory that is significant nationally. I know how to compare aspects of life in different periods.			History Knowledge: I know about an event beyond living memory that is significant nationally. I know how to compare aspects of life in different periods (James Cook, Grace Darling).	

Skills Outcomes	History Skills: I can name the planets of the solar system I can sequence events of space history	History Skills: I can use a wide vocabulary relating to their historical topic. I can ask and answer questions. I can develop and express my awareness of the past			History Skills: I can use a wide vocabulary relating to their historical topic. I can ask and answer questions. I can develop and express their awareness of the past	
Year 4	Building on stage 1 learning:	Building on stage 1 learning:		Building on stage 1 learning:	Building on stage 1 learning:	Building on stage 1 learning:
Year 4	Topic: A Land Before Time History Focus	Topic: The Big Freeze! Geography Focus	Topic: Mighty Machines D&T Focus	Topic: Brilliant Buildings History Focus	Topic: Let's Get Growing! Science Focus	Topic: All About Africa Geography Focus
	Geography Coverage: Location Knowledge Human and Physical Geography Locate on world map the countries and continents of animals at risk of extinction.	Geography Coverage: Location Knowledge Human and Physical Geography Arctic and Antarctic		Geography Coverage: Location Knowledge Geographical Skills and Field Work Explore local bridges, compare with famous bridges. Explore amazing structures from around the world.	Geography Coverage: Human and Physical Geography Farming and land use Farm to fork	Geography Coverage: Place Knowledge Human and Physical Geography Locating countries and cities; Comparing areas of UK with Africa
	Geography Knowledge: I know the names of the continents and oceans of the world I know the white rhino, the giant panda, and the polar bear are animals that are at risk of extinction.	Geography Knowledge: I know where the polar regions are on map. I know what the conditions are like in the Arctic and Antarctic. I can name animals that live in the polar regions. I know people live in the Arctic.		Geography Knowledge: I know the Bennerley Viaduct is a famous structure. I know what Bennerley Viaduct was used for. I know that aerial maps can be used to find structures in the local area. I know the Bennerley Viaduct is a manmade feature of the local environment.	Geography Knowledge: I know that land has different uses and that some land is used for farming. I know that there are different types of farms. I know some farms grow plants and some have animals. I know who works on a farm.	Geography Knowledge: I know Africa is made up of different countries. I know some of the animals that live in Africa. I know the climate of Africa. I know what the landscape of Africa is like I know some key geographical features of Africa.
	Geography Skills: I can locate the continents and oceans of the world. I can name some factors that contribute to white rhino, the giant panda, and the polar bear being at risk of extinction.	Geography Skills: I can use a map to locate the polar regions. I can compare the polar regions. I can explore the climate at the Arctic and Antarctic. I can sort animals that live in the polar regions. I can explore the lifestyles of people who live in the Arctic and Antarctic. I can explore the jobs of people in the polar regions.		Geography Skills: I can explain the feature of the Bennerley Viaduct. I can use aerial photographs to navigate the key structures of the local area. I can link the Bennerley Viaduct to other man-made features of the local area.	Geography Skills: I can locate land that is used for farming. I can sort farms that grow plants and those that farm animals. I can explain the process of how the food starts at the farm and gets to our plates. I can explain the work that people on the farm do.	Geography Skills: I can locate Africa on a map. I can explore why the animals are adapted to live in Africa. I can explore the impact of the climate in the landscape of Africa. I can explore some of the key geographical features of Africa. I can explore how Africa people live.
	History Coverage: Events beyond Living Memory Mary Anning The extinction of dinosaurs		History Coverage: Events beyond Living Memory Transport through the ages, machine then and now.	History Coverage: Events beyond Living Memory Medieval Castles	History Coverage: Events beyond Living Memory Farms in the past	
	History Knowledge: I know that Mary Anning was a fossil hunter. I know what a fossil is. I can name some of her discoveries including the ichthyosaur and the plesiosaur. I know where she found her fossils.		History Knowledge: I know that George Stevenson developed train travel. I know when cars were first invented. I know the importance of machines for transport. I know the names of other machines that are used for transport.	History Knowledge: I know the purpose of castles. I know the main feature of medieval castles. I know who lived and worked in the castle.	History Knowledge: I know that farming has changed over time. I know that farmers used different equipment in the past. I know the farmers jobs in the farm was different a long time ago.	
	History Skills: I can practice looking for fossils. I can link fossils to things that lived a long time ago. I can explore pictures of the fossils found by Mary Anning.		History Skills: I can explore how trains have developed over time I can compare old and new cars. I can explore what transport was used for in the past and what it is used for now. I can explore the importance of other types of machines for transport.	History Skills: I can explore what castles were used for. I can explore the key features of a castle. I can explore the live of the people who lived and worked in the castle. I can explain what it was like to live in the castle.	History Skills: I can sort pictures of farming from the past and now. I can compare farming equipment from now and in the past. I can compare the job of the farmer then and now.	

Humanities Stage 3 Outcomes: Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Building on stage 2 learning: I can name and give examples of some of the key features of my local area.	Building on stage 2 learning: I can identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Building on stage 2 learning: I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	Building on stage 2 learning: I can use simple geographical language I can compare and contrast		Building on stage 2 learning: I can recall specific individuals associated with an historical era
Year 1	Topic: The Blue Planet <i>History and Geography focus</i>	Topic: Ancient Egypt <i>History and Geography focus</i>	Topic: The Battle of Hastings <i>History focus</i>	Topic: Natural Disasters <i>History and Geography focus</i>	Topic: Good vs Bad <i>History focus</i>	Topic: Farm to Fork <i>Geography focus</i>
	Geography Coverage: Location Knowledge Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Seas and oceans of the world; The Great Barrier Reef; Environmental issues	Geography Coverage: Human and Physical Geography Human and physical features of Egypt; The River Nile; Tourism	Geography Coverage: Human and Physical Geography Physical geography related changes in landscape and use of geographical features	Geography Coverage: Human and Physical Geography Volcanoes and earthquakes		Geography Coverage: Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Land use in the UK; Farming in the UK; Maps; Grid references; Farming in North and South America; Food transportation
	Geography Knowledge: I know I can use a globe, atlas or online map to look at the different oceans. I know the different oceans of the world. I know where the Great Barrier Reef is located. I know what lives on the Great Barrier Reef. I know and understand the effect of humans on the environment.	Geography Knowledge: I know where Egypt is on a globe, atlas or online map. I know the key geographical features of Egypt. I know the names of important places such as Cairo, Giza, Valley of the Kings and Tutankhamun's tomb. I know the structure of the River Nile. I know and understand the impact tourism has on the area.	Geography Knowledge: I know the good and bad factors that influenced the locations for building castles.	Geography Knowledge: I know what happens during and after an earthquake. I know key vocabulary relating to earthquakes, such as tectonic plate, magnitude, Richter scale. I know the names of some significant volcanoes. I know the structure of a volcano. I know key vocabulary relating to volcanoes such as lava, magma, vent, force, explosive eruptions. I know key facts about Mount Vesuvius.		Geography Knowledge: I know the main types of farming the UK. I know potato farming is a key type of farming in Jersey. I know that maps contain grid references. I know that around the world there is a wide variety of farms. I know how food is transported from farms around the world to the customer.
	Geography Skills: I can use a globe or atlas to locate the different oceans. I can locate the Great Barrier Reef. I can discuss the impact of humans on the Great Barrier Reef.	Geography Skills: I can locate Egypt on the globe and atlas. I can locate key places in Egypt on a map. I can explain the importance of the River Nile. I can explain the importance of tourism.	Geography Skills: I can identify the physical features that have influenced decisions of where to build castles.	Geography Skills: I can use technical language to discuss what happens during an earthquake. I can discuss the impact of an earthquake. I can find out what makes volcano erupt. I can use technical language to discuss what happens during a volcano eruption. I can discuss the impact of a volcano eruption. I can use my knowledge to understand Mount Vesuvius. I can discuss the impact of natural disasters on the environment.		Geography Skills: I can explore maps of the UK to explore where different types of farming take place. I can explore potato farming as a case study. I can use mapping grid references to locate farms. I can compare citrus farming in California with coffee growing in Peru. I can use food packaging to find out where my food has come from. I can explore the difference types of transport used to transport food.
	History Coverage: Aspect of British History that extends chronological knowledge. Events beyond Living Memory 19th century ocean exploration	History Coverage: Achievements of earliest civilisations. Events beyond Living Memory Ancient Egypt	History Coverage: The Viking and Anglo-Saxon struggle for the Kingdom of England Events beyond Living Memory 1066, Norman Conquest	History Coverage: The Roman Empire and Its impact on Britain Events beyond Living Memory Ancient Rome – Pompeii	History Coverage: Aspect of British History that extends chronological knowledge. Events beyond Living Memory Victorian Britain	History Coverage: Aspect of British History that extends chronological knowledge. Events beyond Living Memory Dig for Victory
	History Knowledge: I know what ocean exploration is.	History Knowledge: I know who Tutankhamun is. I know some facts about	History Knowledge: I know who challenged Harold Godwinson's claim to the throne.	History Knowledge: I know key facts about life in Roman times.	History Knowledge: I know two main things that the Victorians introduced to prevent crime.	History Knowledge:

	I know the 1872 navy ship HMS Challenger was important in the discovery of the oceans. I know how HMS challenger gathered information about the marine environment.	Tutankhamen's Tomb. I know when the Pyramids were built. I know some facts about how the Pyramids were built. I know the names of some of the famous Pharaohs of Ancient Egypt. I know about the role of an Egyptian Pharaoh. I know how Egyptians use the mummification process. I know different classes of people led different lives.	I know what everyday village life was like in Norman times. I know the sequence of events at the Battle of Hastings. I know key facts about Norman Castles. I know the key features of a motte and bailey Norman Castle. I know how the Domesday Book was formed.	I know some facts about Mount Vesuvius' eruption on 79AD. I know the events of the Mount Vesuvius' eruption on the city of Pompeii.	I know that hard labour was introduced for Victorian prisoners. I know what a Victorian prison is like. I know why George Cadbury built houses to improve living conditions for his workers. I know how George Cadbury provided recreation and leisure opportunities for his workers.	I know that 'Dig for Victory' was a government campaign during the second world war. I know that people were expected to grow fruit and vegetables to eat.
	History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can order the main events of the discovery of oceans. I can discuss the findings about the marine environment made by HMS Challenger. I can discuss why this was an important part of history.	History Skills: I can explore photos and information to find out about Tutankhamen's Tomb. I can explore what the artefacts and objects tell us about ancient Egyptians and Tutankhamen. I can explore the significance of the pyramids. I can use photos and other evidence to gain information. I can use a range of sources to find out about the role of the Egyptian Pharaoh. I can explain Egyptians' beliefs about death, tombs and mummification. I can compare the life of a farmer and a nobleman.	History Skills: I can explore how Harold Godwinson was challenged when he tried to take over the throne. I can use a range of sources to explore life in Norman times. I can explore images, illustrations and the Bayeux tapestry to find out about the Battle of Hastings. I can explain the key features of Norman castles including a motte and bailey castle. I can explore the significance of the Domesday book.	History Skills: I can describe everyday life in a Roman town. I can explore what life was like for a child in Roman times. I can relate this information to what it would have been like at the time of the eruption. I can explore different sources to find out the impact of the eruption on Pompeii.	History Skills: I can explain what hard labour is. I can discuss how a Victorian prisoner might have felt. I can talk about the impact of the housing provided. I can explain how George Cadbury had a positive impact on the lives of his workers. I can explain how the conditions improved for George Cadbury's workers.	History Skills: I can explain that 'Dig for Victory' was a government campaign during the second world war. I can explain that people were expected to grow fruit and vegetables to eat.
Year 2	Building on stage 2 learning: I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. I can use basic geographical vocabulary/symbols to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil.		Building on stage 2 learning: I can identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Building on stage 2 learning: I know the key features of the coast. I can identify and compare two small towns.	Building on stage 2 learning: I know that London is the capital city of England I know the key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.	Building on stage 2 learning: I know that London is the capital city of England I know the key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.
Topic:	Topic: All Things Delicious! <i>Geography and History focus</i>	Topic: Our Bodies	Topic: Food Chains <i>Geography focus</i>	Topic: Vicious Vikings <i>Geography and History focus</i>	Topic: The Water Cycle <i>Geography focus</i>	Topic: Marvellous Mountains <i>Geography focus</i>
	Geography Coverage: Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Food miles and fair trade		Geography Coverage: Geographical skills and fieldwork. Fieldwork; Using maps	Geography Coverage: Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Using maps; Settlements; Europe	Geography Coverage: Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Using maps; Fieldwork; Water cycle; Human and physical geography; Rivers of the world; Counties and cities of the UK	Geography Coverage: Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Altitudinal zones; Data analysis
	Geography Knowledge: I know the impact of fair trade. I know the impact of food miles.		Geography Knowledge: I know how to use maps. I know how to navigate using a compass. I know how to investigate a geographical area.	Geography Knowledge: I know that the UK has different settlements. I know and can identify different areas across Europe. I know how to use a map independently.	Geography Knowledge: I know how the water cycle works. I know and can name different rivers of the world. I know how to explore continents and countries.	Geography Knowledge: I know the physical process of erosion and transportation. I know how to navigate aerial images. I know the different parts of a mountain.
	Geography Skills: I can explain and understand how a region has changed and how it is different from another region of the UK/world.		Geography Skills: I can use an atlas to locate where they live in the UK and the UK's major urban areas. I can use a simple letter and number grid. Can give direction instructions up to four compass points.	Geography Skills: I can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. I can describe the main uses within urban areas and the activities that take place there.	Geography Skills: I can use simple geographical vocabulary to describe significant physical features and talk about how they change.	Geography Skills: I can explain and understand how a region has changed and how it is different from another region of the UK/world.
	History Coverage: Lives of Significant Individual Significant individuals – James Lind			History Coverage: Britain's Settlement by Anglo-Saxons, the Viking and Anglo Saxon struggles for the Kingdom of England Events beyond Living Memory Anglo-Saxons and Vikings		

	History Knowledge: I know significant people from history . I know how individuals impact on society/history.			History Knowledge: I know who the Vikings and Anglo-Saxons were. I know the difference between their way of life and mine.		
	History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can understand where people and events fit within a chronology.			History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can understand where people and events fit within a chronology.		
Year 3	Building on stage 2 learning: I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	Building on stage 2 learning: I know that London is the capital city of England I know the key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.	Building on stage 2 learning: I can name and give examples of some of the key features of my local area.	Building on stage 2 learning: I can name and give examples of some of the key features of my local area.		
	Topic: Press Play! <i>Geography focus</i>	Topic: Stars and Stripes <i>Geography & History focus</i>	Topic: Urban Life <i>Geography & History focus</i>	Topic: Roman Empire <i>Geography & History focus</i>	Topic: Hubble, Bubble, Toil and Trouble <i>History focus</i>	Topic: Magnificent Metal
	Geography Coverage: Location Knowledge Place Knowledge Location of countries	Geography Coverage: Place Knowledge Human and Physical Geography Geographical skills and fieldwork. Using world and US maps; Human and physical geography	Geography Coverage: Geographical skills and fieldwork. Fieldwork	Geography Coverage: Geographical skills and fieldwork. Maps		
	Geography Knowledge: I know and can identify various countries on a globe. I know how to navigate an atlas. I know different geological aspects of each country.	Geography Knowledge: I know and understand the geological features of the USA.	Geography Knowledge: I know and understand how to navigate an area. I know how to use a compass effectively.	Geography Knowledge: I know and understand how to draw a map of a given area I know and understand various map abbreviations		
	Geography Skills: I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. I can locate the UK's regions and major cities	Geography Skills: I know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected	Geography Skills: I can explain and understand how a region has changed and how it is different from another region of the UK/world	Geography Skills: I can use an atlas to locate where they live in the UK and the UK's major urban areas. I can use a simple letter and number grid. Can give direction instructions up to four compass points		
		History Coverage: Events beyond Living Memory Non-European society that provided contrast with British History Native Americans	History Coverage: Local history study Changes within Living Memory Events beyond Living Memory Study of history in the Local area.	History Coverage: The Roman Empire and its impact on Britain Events beyond Living Memory Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy	History Coverage: Events beyond Living Memory Historic use of potions	
		History Knowledge: I know who the native Americans were I know how to identify the cultural differences.	History Knowledge: I know and can understand and study the history in the local area.	History Knowledge: I know the main features of the Roman Empire. I know the impact of this period in history. I know the key leaders in ancient Rome.	History Knowledge: I know what a potion is I know how potions have been used throughout history.	

		History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can understand where people and events fit within a chronology. I can identify similarities and differences between ways of life between different periods of the past.	History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can understand where people and events fit within a chronology. To identify similarities and differences between ways of life between different periods of the past.	History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can understand where people and events fit within a chronology. To identify similarities and differences between ways of life between different periods of the past.	History Skills: I can develop and express my awareness of the past. I can use common words and phrases, which articulate an understanding of passing of time. I can understand where people and events fit within a chronology. To identify similarities and differences between ways of life between different periods of the past.	
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Humanities Stage 4 Outcomes: Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Building on stage 2 learning: I can use simple geographical language I can compare and contrast			
Pre Entry Level			Pre-Entry Topic: European Countries <i>Geography Focus</i>		Forest School <i>Geography focus</i>	Forest School <i>Geography focus</i>
			Pre-Entry AQA Unit: Experiencing Aspects of European Cultures 88187			
			Geography Knowledge I know some foods from three European countries. I know music from three European countries.			
			Geography Skills: I can participate in making flags and posters of three European countries participating in using books and a computer to find pictures showing aspects of European countries, eg using travel brochures, library books and Encarta to find pictures of traditional foods, produce, buildings or activities such as skiing I can listen to language and music from three European countries I can smell or tasting food from three European countries.			
Entry Level	Entry Level Topic: Forest School <i>Geography Focus</i> Local History and Politics <i>History Focus</i>	Entry Level Topic: UK and Non-UK comparisons of cultures and countries <i>History and Geography Focus</i>		Entry Level Topic: EDT challenge <i>History and Geography Focus</i>	Entry Level Topic: Local History <i>History Focus</i>	Entry Level Topic: Geography and Culture <i>Geography Focus</i>
	Entry AQA Unit: Forest school-TBC Elections, Voting and making a choice 82592	Entry AQA Unit: An introduction to chocolate 115333		Entry AQA Unit: TBC	Entry AQA Unit: My Locality 93084	Entry AQA Unit: Introduction to a foreign country- Geography and Culture 118142
	History Knowledge: I know the meaning of the words 'election' and 'vote'. I know the concept that the highest number of votes wins. I know the concept that my own opinion does not always prevail.	Geography Knowledge: I know the main competitors or brands of chocolate produced or sold in the UK. I know where in the world cocoa beans are grown. I know what 'Fairtrade' is and how it is involved with chocolate production. I know the use of chocolate in a given country's culture.			History Knowledge: I know the names of at least three famous local people. I know the meaning of at least three famous local places. I know at least three examples of leisure facilities in the local area.	Geography Knowledge: I know at least two different foods produced in the foreign country and the location of the foreign country. I know at least two places of interest in the capital city of the foreign country. I know the location of the foreign country in relation to the United Kingdom. I know the foreign country's national flag.
	History Skills: I can make a considered choice between candidates in an election. I can complete a voting slip	Geography Skills: I can design a chocolate bar or item of confectionery, including the item name and packaging.			History Skills: I can identify at least three local landmarks.	Geography Skills: I can watch video clips about a foreign country.

	I can compare the number of votes for each candidate. I can listen considerably to the views and opinions of other students. express disagreement appropriately and politely. I can take part in an election and a referendum.	I can follow a chosen recipe to create a dish that has chocolate as the core ingredient. I can taste and comment on the final result of their chosen recipe. I can melt at least two different types of chocolate to test their melting points and record the results in a table. I can taste testing five different types of chocolate, eg milk, dark, white, budget, high end, truffles, flavoured.			I can visit at least one local park or countryside location. I can identify at least three local landmarks.	I can listen to music from the foreign country. I can look at the work of a native artist from the foreign country
Year 2		Building on stage 2 learning: I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.			Building on stage 2 learning: I can name and give examples of some of the key features that are different to my local area.	Building on stage 2 learning: I can name and give examples of some of the key features of my local area.
Pre Entry Level		Pre Entry Topic: Exploring Nature <i>Geography Focus</i>			Pre Entry Topic: European Culture <i>Geography Focus</i>	Pre Entry Topic: Local Area History and Geography Focus
		Pre Entry AQA Unit: Exploring Nature: Winter Solstice Unit 1: 114406			Pre Entry AQA Unit: Experiencing Aspects of European Cultures: 88187	Pre Entry AQA Unit: The Local Community 105902
Knowledge outcomes		Geography Knowledge: I know what the winter solstice is. I know the signs of Winter. I know some books or poems linked to Winter Solstice.			Geography Knowledge: I know where Europe is I know the name of one European country. I know how to find information about the European countries, e.g. travel books, pictures, internet, and brochures. I know the language spoken in a country.	Geography Knowledge: I know at least three places within the community from photographs of visits and experience of visits
		Geography Skills: I can sketch at least two nature finds on a winter walk. I can use elements of nature on arts activities. I can explore art linked to the Winter Solstice. I can explore text or poetry linked to the Winter Solstice.			Geography Skills: I can make a flag poster of three different countries. I can listen to languages and music from the three countries. I can smell or taste food from a European country.	I can visit at least three facilities or services in the local community, eg post office, bank, religious building, sports centre, library. I can match at least one use for at least three of the following places: post offices, banks, religious buildings, community buildings, day centres, parks, shops, pubs.
Entry Level	Entry Level Topic: European Culture (Geography links)				Entry Level Topic: European Culture (History and Geography link)	
	Entry AQA Unit: Finding out about the cultures of Europe. 76337				Entry AQA Unit: Humanities Project Unit 2 115453	
	Geography Knowledge: I know about different cultures in different countries. I know what language is spoken in specific European countries. I know the local food of a country.				Geography Knowledge: I know at least one type of volcanic eruption and can describe of the process I know at least one type of weathering and can describe of the process. I know at least three different groups that invaded England. I know and can name three different rock types. I know and can name at least two features of Edinburgh Castle. I know where Lindisfame, Scarborough, The Giant's Causeway, Edinburgh and Brighton are on a map of the UK.	
	Geography Skills: I can choose a county to find information about I can find out the country's capital city I can obtain pictures of at least three famous buildings I can obtain at least three pictures of the natural scenery				Geography Skills: I can identify where Lindisfame, Scarborough, The Giant's Causeway, Edinburgh and Brighton are on a map of the UK.	

	I can choose a word for something in English and find the equivalent word in the foreign language. I can find out at least three facts about the local food. I can find out at least three things which the country makes or grows I can find out at least three things to do on holiday.					
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