

EYFS	
<p>Communication and language</p> <ul style="list-style-type: none"> Communicate a route using positional language Listen attentively and respond to discussions about place and space Discuss how places make them feel <p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> Discuss places that make them feel safe and less safe and how they might mitigate those Discuss why places feel good or bad <p>Physical Development</p> <ul style="list-style-type: none"> Relate to the challenge of walking up a steep hill/swimming Begin to show accuracy and care when drawing <p>Mathematics</p> <ul style="list-style-type: none"> Talk about the shapes of landmarks Count the number of landmarks Estimate the number of landmarks Spot patterns in the environment around them 	<p>Understanding the world</p> <ul style="list-style-type: none"> Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps Explore the natural world around them, making observations and drawing on pictures of animals and plants Know some similarities between the natural world around them and contrasting environments, drawing on their experience and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Use a variety of materials to create their own representations of the world around them Tell stories based on the world around them <p>Literacy</p> <ul style="list-style-type: none"> Practice writing geographical terms Write sentences based on pictures from around the world

Key Stage One

Year 1		
Substantive Knowledge	<p>Magic Beans</p> <ul style="list-style-type: none"> Identify and name the four countries that make up the United Kingdom and their capital cities, and the surrounding seas. Locate on a map the countries of the United Kingdom and their capital cities. Identify the national flags of each country and discuss the Saint Andrew's Cross, Saint George's Cross, and Saint Patrick's Cross, which combine to form the Union Jack. Use basic geographical vocabulary to describe key human features, including city, town, village, farm, house, office, port, harbour, and shop. Identify and comment on the physical features of their own school and its grounds and the key human and physical features of its surrounding environment. Know directional vocabulary – left, right, forward and backwards 	<p>Planet Protectors</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, such as beach, coast, sea, ocean, river, and weather. Demonstrate a basic understanding of the weather patterns in the United Kingdom and how these can vary from place to place. Be aware of the seasonal changes and how the weather affects the physical landscape of the United Kingdom. Name and locate the 7 continents and 5 oceans

Year 2			
Substantive Knowledge	<p><u>No Place like Home</u></p> <ul style="list-style-type: none"> Understand simple compass directions (North, South, East, and West) and use them to locate features and routes on a map. Recognise the physical features within their locality Describe the human features of their locality, including buildings, jobs, the local community, and transport. 	<p><u>Roots, Shoots and Juicy Fruits</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, valley, and weather. Develop their understanding of the physical and human features of each continent (For example, associating Africa with the Sahara Desert and Europe with capital cities like London and Paris). 	<p><u>Fish and Chips vs. Tacos</u></p> <ul style="list-style-type: none"> Compare two contrasting localities including physical and human features. Understand the cultural differences between the local area and the contrasting non-European country they are studying. Recognise how these cultural differences manifest in the daily life, festivals, traditions, and customs.

Key Stage Two

Year 3			
Substantive Knowledge	<p><u>I Need A Hero!</u></p> <ul style="list-style-type: none"> Understand the types of settlement and land use <p>This unit contains a significant amount of disciplinary knowledge.</p>	<p><u>Disaster!</u></p> <ul style="list-style-type: none"> Know what a volcano is, including the components such as the magma chamber, vent, crater, and lava. Understand the difference between an active, dormant, and extinct volcano. Describe how earthquakes occur, explaining the concept of tectonic plates, faults, and the release of energy through seismic waves. Identify regions globally that are prone to volcanoes and earthquakes Know the immediate and long-term effects of volcanoes and earthquakes. Identify the position and significance of latitude, longitude, equator, northern and southern hemispheres and the Tropics of Cancer and Capricorn. 	<p><u>Viva Espana</u></p> <ul style="list-style-type: none"> Identify the UK and Spain on a world map, highlighting their location in Europe. Describe major physical features of both countries, such as mountain ranges, rivers, and coasts. Understand the difference between the climate of the UK and the climate of Spain. Discuss major cities in both countries Identify key aspects of cultural heritage in the UK and Spain, including language, festivals, and national holidays. Understand the role of tourism on the economies of both countries

Year 4			
Substantive Knowledge	<p>Tomb Raiders</p> <ul style="list-style-type: none"> Identify the Nile on a map Understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. Identify how land use has changed over time 	<p>Healthy Humans</p> <ul style="list-style-type: none"> Identify routes to the UK using different transportation methods from Europe, North and South America Recognise the significance of the environment on human life and discuss the importance of sustainable management of the Earth's resources. 	<p>Invasion, Invasion, Invasion</p> <ul style="list-style-type: none"> Define what a settlement is and describe different types, such as villages, towns, and cities, noting specific characteristics that differentiate them. Understand how settlements have developed over time, discussing factors such as available resources, geographical location, and historical events. Recognise how and why certain factors, local resources, and economic opportunities, influence the growth and function of settlements.

Year 5			
Substantive Knowledge	<p>Into the Unknown</p> <ul style="list-style-type: none"> Locate continents and oceans, hemispheres, the equator and the tropics and their climate in relation to their positioning. Describe the key physical features of mountainous ranges including the Himalayas. Understand the characteristics of their climate, identifying them as the coldest, windiest, and driest continent. Understand the scale and treacherous journey of climbing mountainous regions such as Mount Everest. To acknowledge and identify the dangers of an arctic expedition and the impact on the environment. 	<p>Old Father Thames</p> <ul style="list-style-type: none"> Explain what a river is and understand the basic parts of a river including the source, course (upper, middle, lower), and mouth. Identify and describe key river features such as tributaries, meanders, oxbow lakes, deltas, and floodplains. Describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection, particularly focusing on how it relates to river formation. Discuss processes such as erosion, transportation, and deposition in the context of how rivers shape the landscape. Understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. Identify and discuss the impact of human activity on rivers, including pollution and river management strategies like damming and rerouting. Recognise and name major world rivers such as the Nile, Amazon, and Yangtze, and locate them on a world map. Identify environmental concerns associated with rivers, including pollution and the effects of climate change on river ecosystems. Discuss simple conservation strategies that can help protect and preserve river environments. 	<p>I'm A Survivor</p> <ul style="list-style-type: none"> Explain what biomes are and be able to identify the global distribution of major biomes such as tundra, forests, grasslands, deserts, and rainforests. Describe the physical characteristics (climate, soil type, flora and fauna) that are typical of these biomes. Know where major rainforests are located around the world, including the Amazon, Congo, and Southeast Asian rainforests, and be able to identify them on a map. Understand human activities that threaten rainforests, like deforestation, and their impacts on biodiversity and the environment. Understand the role and significance of indigenous peoples living in rainforests, their cultures, and how they are impacted by environmental changes.

Year 6			
Substantive Knowledge	<p>Stand and Deliver</p> <ul style="list-style-type: none"> This unit contains a significant amount of disciplinary knowledge. This unit revisits and consolidates previous substantive knowledge. 	<p>Friend or Foe</p> <ul style="list-style-type: none"> This unit contains a significant amount of disciplinary knowledge. This unit revisits and consolidates previous substantive knowledge. 	<p>Migration</p> <ul style="list-style-type: none"> This unit contains a significant amount of disciplinary knowledge. This unit revisits and consolidates previous substantive knowledge.