

Mixed-age curriculum

Geography

For Teachers



United Curriculum
Primary
Part of United Learning



United Curriculum: Mixed age

In the first year...

Year 1-2 is taught cycle B



Year 1
age pupil



Year 2
age pupil

Year 3-4 is taught cycle B



Year 3
age pupil



Year 4
age pupil

Year 5-6 is taught cycle B



Year 5
age pupil



Year 6
age pupil

In the second year...

Year 1-2 is taught cycle A



Year 1
age pupil



Year 2
age pupil

Year 3-4 is taught cycle A



Year 3
age pupil



Year 4
age pupil

Year 5-6 is taught cycle A



Year 5
age pupil



Year 6
age pupil

In the third year...

Year 1-2 is taught cycle B



Year 1
age pupil



Year 2
age pupil

Year 3-4 is taught cycle B



Year 3
age pupil



Year 4
age pupil

Year 5-6 is taught cycle B



Year 5
age pupil



Year 6
age pupil

Both of these pupils should have been taught everything in Years 1-4.

Both of these pupils will be taught new content.

The **Year 6 age pupil** will have previously done Cycle B for Year 5-6, and so should be stretched to link new learning to prior knowledge from Cycle B.

The **Year 5 age pupil** may need to be taught about a very small number of specific concepts or ideas that are required for Cycle A (e.g. slavery in history, cells in science) that are required for both Cycle A and Cycle B.



United Curriculum: Mixed age and Single age

The mixed-age curriculum outline for science, history and geography:

- **Takes account of what pupils will have learnt in each year of the two-year cycle.**
Knowledge builds in each cycle.
Teachers should pre-teach required ideas to younger pupils who are in their first year of the two-year cycle, and challenge older pupils who are in their second year to link knowledge to learning from the previous year.
 - **Makes links between science, history and geography where possible**
Teachers should therefore ensure that they teach Cycle A or Cycle B across all three subjects.
 - **Maintains, where possible, the range of topics taught in each cycle**
Teachers should aim to teach Cycles A or B to Year 1-2 and Year 5-6 classes at the same time. Years 3 and 4 will be taught the single age curriculum for their year groups. This will help ensure that pupils, where years are particularly heavy in biology or chemistry, or physical or human geography, they do not have this for two years in a row.
 - **Requires all pupils to be following the same cycles, even if they are in single-year classes.**
 - **Builds on the standard United Curriculum**
Teachers can therefore use and adapt the range of resources that are available on the curriculum website.
- The overview on slides 6-8 show where the units have been moved from the original sequence. Units that are in different places to the single-year planning have been highlighted.



United Curriculum: Mixed age

Why have we sequenced units in the way we have?

Geography

Some units have been moved from the single-year planning so that pupils' build **substantive knowledge** gradually. For example, in Year 3-4, 'Earthquakes and human settlements' (Year 4) follows 'Mountains and volcanoes' (in Year 3) in Cycle A, so that pupils can use their understanding of the structure of the Earth from one unit to another. If the two units were placed in separate cycles, older pupils would have knowledge of the structure of the Earth while younger pupils would not, and it require significant pre-teaching. See further explanations as to why units have been sequenced in the way they have been on [slide 7](#).

In most cases, **disciplinary knowledge** is sequenced so that pupils are explicitly taught appropriate skills for their age group. For example, we want all Year 3 age pupils to recognise the difference between political and physical maps. When Year 3-4 is following Cycle A, Year 3 age pupils will be introduced to the content in the context of maps of the United Kingdom; when Year 3-4 is following Cycle B, Year 3 age pupils will be introduced to the content in the context of maps of Europe. Similarly, only Year 4 age pupils are taught to locate places on a grid using letter and number coordinates, because this aligns to Year 4 mathematics expectations. (It is taught in Cycle A in the summer term or in Cycle B in the spring term, in both cases to locate places that are relevant for each context).

Where disciplinary knowledge is not required or revisited as frequently, all pupils are taught it at the same time. For example, all pupils are taught about climate graphs in the Cycle A unit, 'Climate Across the World', because it provides the best opportunity to construct and compare climate graphs of different climate zones.

Pupils following the mixed-age planning build an understanding of **vertical concepts** in the same way that pupils following the single-age planning would. For example, pupils gradually develop their understanding of Location & Place through learning about case studies and examples from around the world.



United Curriculum: Mixed age

Why have we sequenced units in the way we have?

Science

Within each phase (KS1, LKS2, UKS2), the order of units has been changed so that, in each cycle knowledge builds appropriately. For example:

- In **Year 1-2**, 'Plant growth', which was in Year 2, follows 'Plants' which was in Year 1, in Cycle A. Chemistry units of 'Everyday materials' (Year 1) and 'Uses of Everyday materials' (Year 2) are both in Cycle B. This means that Cycle A is very biology heavy and Cycle B is very chemistry heavy. **It will therefore be very important to use the 'consolidation and review' units strategically.**
- In **Year 3-4**, 'Classifying organisms' follows 'Organisms' in Cycle A, so that pupils know about exoskeletons and endoskeletons before vertebrates and invertebrates.
- In **Year 5-6**, 'Evolution' follows 'Life cycles' in Cycle A so that pupils build knowledge of variation in sexual reproduction. Similarly, 'Separating Mixtures' and 'Chemical and Physical Changes' are both taught in Cycle B so that pupils can build on knowledge of reversible and irreversible changes from unit to the other.

History

The order of units in **Year 1-2** have been changed so that, in each cycle, pupils start with now and living memory, then take a theme beyond living memory, and then consider a historical period in depth.

For **Year 3-4** and **Year 5-6**, the curriculum can be taught in two-year cycles without changes to the order of units in each year group.

Geography

Within each phase (KS1, LKS2, UKS2), the order of units have been changed so that, in each cycle, knowledge builds appropriately. For example:

- In **Year 1-2**, 'Hot and Cold Deserts' should be taught after pupils have learnt about the Equator and the North and South Poles in 'There You Are'. 'Rivers, seas and oceans', including rivers and seas around the UK, should be taught after countries of the UK in 'Where We Are'.
- In **Year 3-4**, pupils need to have been taught the structure of the Earth (in 'Mountains and Volcanoes') to access 'Earthquakes'. Similarly, the 'Tropical Rainforests' unit builds on knowledge from 'Brazil'.
- In **Year 5-6**, 'Climate Across the World' introduces climate change which is built upon in 'Improving the Environment'.

In some cases, units have been placed in Cycle A or B so that knowledge can be built across science, history and geography. For example:

- World Trade and On the Move (**geography**) are in Cycle B with Vikings (**history**), so that pupils can reflect on geography learning and consider the Vikings as traders and migrants.
- Hot and Cold Deserts (**geography**) are Cycle A Sum1 to provide foundations for Habitats (**science**) in Cycle A Sum2.
- Climate Across the World (**geography**) is in Cycle A (Spr1) to introduce global warming before renewable and non-renewable energy is introduced in Electricity (**science**) in Cycle A (Spr2)
- Evolution (**science**) is in Cycle A (Spr1) so that pupils can learn about variation and evolution alongside considering adaptations of flora and fauna in various biomes in Climate Across the World (**geography**), which is also in Cycle A (Spr1).



United Curriculum: Mixed age

Using the plans

There is knowledge that **all pupils** will be able to review, because it has either been covered in an earlier phase, or earlier in the same cycle.

There is knowledge that **all pupils** need to be taught, because it is brand new to all pupils.

All pupils will build on some knowledge, either later in the same cycle or in a later phase.

There is not always knowledge in the **green** and **pink** boxes. In these units, all of the content is quite discrete and can be taught to both year groups together.

There maybe some parts of knowledge that **older pupils** can review from the previous cycle, that younger pupils will not yet have been taught.

Given **older pupils'** prior knowledge from the previous cycle, you can challenge these pupils to link new learning to old or, in other cases, extend their knowledge further.

B Year 5-6: Spring 2		European History: Vikings	
	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Geography: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y1-2) Grave goods suggest that people believed in an afterlife (Y3-4) Democracy is a system of government where everyone has a say (Y3-4) The ancient Egyptians, the ancient Greeks, and ancient Maya believed in multiple gods (Y3-4) Anglo-Saxons gradually converted to Christianity (Y5-6 CB Aut) The Anglo-Saxons established seven kingdoms which eventually became five, then three. By 1000 England was united for the first time under one Anglo-Saxon king (Y5-6 CB Aut) Geography: Trade is the process of buying and selling goods. Trade has become increasingly global (Y5-6 CB Aut) Geography: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is called immigration (in) or emigration (out). People migrate because of push and pull factors (Y5-6 CB Spr1) Geography: Voluntary migration usually happens because of economic or social factors (Y5-6 CB Spr1) 	<ul style="list-style-type: none"> The Vikings were groups of people from Scandinavia who were most active in 9th and 10th centuries In Scandinavia, Vikings lived in longhouses, in communities of farmers and craftsmen The Vikings were successful sailors and sailed in longships as far as North America. The Vikings organised themselves in ways that had autocratic and democratic features (such as things) The Vikings believed in multiple gods, like Odin, Thor and Loki The Vikings believed in an afterlife called Valhalla, which had an end The Vikings gradually converted to Christianity The Vikings made and traded goods across Europe and beyond The Vikings participated in a slave trade The Vikings first raided monasteries in England in 793 because they were rich and easy targets The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974 England had three Viking kings 1013-1042 Vikings occupy a significant place in our popular culture, and there have been many different representations of them over the years The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when 	<ul style="list-style-type: none"> The transatlantic slave trade was one of the big building blocks of the British Empire (Y6 Sum) Harold Hardrada was the last Viking to invade England. He was defeated by Harold Godwinson at the battle of Stamford Bridge, just before Harold Godwinson was himself defeated by William the Conqueror at the battle of Hastings in 1066 (KS3)
Year 5 age pupils:		<ul style="list-style-type: none"> Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut) 	<ul style="list-style-type: none"> Review use of slavery in Viking age when learning about slavery in the Roman empire
Year 6 age pupils:	<ul style="list-style-type: none"> Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut) 	<ul style="list-style-type: none"> Review use of slavery in Roman empire (as well as in other civilisations of Egypt, Greece and Maya) 	

There is some knowledge that you will need to teach **younger pupils** only, because older pupils will have been taught it the cycle in their previous year. (However, in reality, you may teach and review this as a whole class).

For **younger pupils**, the knowledge gained in this unit may be built upon in the next cycle.

The **disciplinary knowledge** has been laid out in the same way as the substantive knowledge. In most cases, the **vertical concepts** remain the same. It is the concept – not the context – that is usually important.



Note for the first year

Geography			
	Older pupils have already learnt:	Older pupils will miss:	Therefore, we suggest you:
Y2	Where we are (Spr)	Hot and cold deserts	Follow the 6-lesson sequence for 'Where We Are' and, for older pupils, incorporate a) the disciplinary knowledge required for Year 2 pupils (four compass points) and b) a focus on different places in the UK to the ones they studied when they were in Year 1.
Y4	Looking at Europe (Aut)	Earthquakes and human settlements	<p>Teach both units to all pupils, using the 4-lesson sequences as outlined in the Teacher Packs. (This means it will be 8 lessons overall, instead of 6, per half term). To stretch older pupils, you could ask them to conduct their own research about three other regions in Europe (alternatives to the Graian region and the Amalfi Coast and another place in the UK). Challenge them to select regions at appropriate scales, and perhaps ask them to explore regions with similar or different physical and human features. To prepare younger pupils for the Earthquakes unit, you may need to pre-teach the structure of the Earth (though they will see both units again in the following year, so they do not need to have mastered everything).</p> <p>Alternatively, you could follow the 'Looking at Europe' unit only but, for older pupils, incorporate learning about Earthquakes. For example, while younger pupils are locating European countries, you can provide additional instruction to older pupils about earthquakes and the effects they can have on human settlements. To link this to the Europe topic, you could replace the Japan (HIC) case study with a European example, such as the 2016 earthquake in Amatrice (Italy).</p>
Y6	World trade (Aut1)	Improving the environment	<p>Teach both units to all pupils, using the 4-lesson sequences as outlined in the Teacher Packs. (This means it will be 8 lessons overall, instead of 6, per half term). To challenge older pupils in the World Trade unit, you could ask them to conduct their own research into one of the regions of North America (Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean). Giving different pupils different regions means you could create a comprehensive information book about the five regions.</p> <p>Alternatively, you could follow the 'World Trade' unit but, for older pupils, incorporate new learning about Improving the Environment. For example, while young pupils are learning about e.g. North America, older pupils can look for sustainable cities in North America, or consider where on the continent might be best for different types of renewable power.</p>



United Curriculum: Geography



	N3-4	Reception	Year 1-2		Year 3-4		Year 5-6	
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's getting cold / Bears Weather and habitats around the world</p> <p>Polar express / Special days Polar habitats</p>		<p>Here I am (Aut1) <i>Local: Human and physical features (stretch: weather)</i></p>	<p>Mini Mappers <i>Local: Human and physical features (stretch: mapwork)</i></p>	<p>Brazil <i>Focus on the continent of South America and the country of Brazil</i></p>	<p>United Kingdom <i>Physical and human features in the UK</i></p>	<p>Investigating water <i>Water cycle and land use around rivers around the world</i></p>	<p>Investigating world trade (Aut1) <i>Distribution of the world's resources and trade</i></p>
Spring		<p>Spring in our step Weather and wildlife in winter and spring</p>	<p>There you are <i>Global: Continents, poles, Equator, Kenya</i></p>	<p>Where we are <i>National: Countries and places in the UK</i></p>	<p>Tropical rainforests <i>Tropical rainforests, referring to Brazil and the Kayapo people</i></p>	<p>Investigating mountains and volcanoes <i>Structure of the Earth and mountains and volcanoes</i></p>	<p>Climate across the world (Spr1) <i>Climate zones and biomes, and introducing climate change</i></p>	<p>On the move (Spr1) <i>Migration: what it is and case studies across the world</i></p>
Summer	<p>All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where we live Picture maps and plan views, simple human and physical features</p> <p>Science detectives Comparing our community with settlements in Kenya</p>	<p>Hot and cold deserts (Sum1) <i>Global: Locating hot and cold deserts and identifying human and physical features</i></p>	<p>Rivers, seas and oceans <i>Global/national: (Continents), oceans of the world and rivers of the UK</i></p>	<p>Earthquakes and human settlements <i>Building on structure of the Earth and earthquakes</i></p>	<p>Looking at Europe <i>Focus on continent of Europe, and places in UK, Alps and Amalfi Coast</i></p>	<p>Improving the environment (Sum1) <i>Review climate change and focus on plastic</i></p>	<p>I am a geographer <i>Posing questions, completing fieldwork and presenting a geographical investigation</i></p>

Units that appear in a different place to that in the single-year planning have been highlighted in green; if it's in a different year group it is highlighted in purple.



Understanding the World – Look at me



Pupils should be able to:

Development matters

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	What the children will do	What the practitioners should do
Activity	In small groups, share their photographs of their families.	<ul style="list-style-type: none"> • Model vocabulary: <i>Mum, dad, parent, carer, grandad, grandma, nana, aunty, uncle, niece, nephew etc.</i> • <i>Do their family members live close to them or far away? Can they say what buildings/parks are next to their homes?</i>
Activity	<p>Ask the children what types of jobs their families need to do at home and what jobs they can help with.</p> <p>Sing the song (sung to Mulberry Bush)</p> <p>Extension: What do family members do outside the home?</p>	<ul style="list-style-type: none"> • Teach the song words through modelling. "This is a job we do at home at home, do at home, do at home. This is a job we do at home, my family and me!" • Suggest jobs with actions: doing dishes, folding clothes, washing the dog, etc.
Enhanced Provision: Small world	<p>Use small-world figures to talk about families and re enact their experiences at home.</p> <p>Talk about who lives in their house.</p> <p>Name other family members who live outside their household.</p>	<ul style="list-style-type: none"> • Talk about how all families are different and have families have different numbers of people in them. Share some examples through books about families. • Talk about extended family relationships beyond the people they live with.
Enhanced Provision: Role play	Take on the role of different family members completing tasks around the house and garden. Talk about their immediate family.	<ul style="list-style-type: none"> • Provide images of the different jobs around the house introduced through the song. • Model acting out these tasks.



Understanding the World - Bears



Pupils should be able to:

Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	What the children will do	What the practitioners should do
Activity	<p>Listen to the story, <i>'Where Bear?' by Sophy Henn.</i> Talk about where the bear went to live. What were the features of that habitat?</p> <p>Find out about different types of bear (polar bear, panda bear and brown bear) in non-fiction books.</p>	<ul style="list-style-type: none"> • Provide age-appropriate non-fiction materials about bears. • Explain new vocabulary such as <i>habitat</i>. • Encourage children to create homes for bears in the provision.
Activity	<p>Identify where they live in the world and talk about their habitats.</p>	<ul style="list-style-type: none"> • Begin to talk about different countries in the world and how the weather they experience is different to ours. • Locate the UK and other places on a globe • Compare the weather in their local area to another location
Activity	<p>Explore the natural materials linked to the stories, <i>'We're Going on a Bear Hunt.'</i> by Michael Rosen and <i>'Where's My Teddy?' by Jez Alborough.</i> Describe what they can feel, smell, hear and see.</p>	<ul style="list-style-type: none"> • Use real materials – grass, mud, water, rock and sand – so that children can feel, smell, hear and see. • Model exploring the materials, describing what you can feel, smell, hear and see. • Encourage children to feel using different parts of their body including their feet.
Enhanced Provision: Sand and Water Tough Trays Outdoor provision	<p>Explore textured surfaces on tarpaulins, sheets with grass, mud or water. Explore natural materials in sand and water. Describe what they can feel, smell, hear and see.</p>	<ul style="list-style-type: none"> • Use real materials so that children can feel, smell, hear and see. • Model exploring the materials, describing what you can feel, smell, hear and see. • Encourage children to feel using different parts of their body including their feet.





Pupils should be able to:

Development matters

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.

	What the children will do	What the practitioners should do
Activity	Children to share a picture of when they were a baby. Talk about what is the same/different about them as a baby. Talk about their parents and grandparents having been children.	<ul style="list-style-type: none"> • Model sharing your own photograph. Describe how you have changed. • Ask questions: <i>What can you remember about...? What do you know about...? How do you know...? What changes have happened since you were a baby?</i> • Invite parents and grandparents to come and talk about their childhood.
Activity	Share photographs of their family. Describe family routines and costumes. What they do with their families when they get home from school or at weekends? <i>Bake cakes, do homework, read books, do puzzles, ride scooters or bikes, play computer games, watch TV.</i> What jobs do their older family members do?	<ul style="list-style-type: none"> • Share some photographs your family with the class and discuss the relationship of each. • Model talking about family and what they do together. • Introduce the different professions parents and carers may have.
Activity	Look at pictures and books about children around the world.	<ul style="list-style-type: none"> • Share pictures and books about children around the world. What do they and their families do? Point out similarities and differences. • Where do these children live? What language do they speak? What is their home and school life like
Enhanced Provision: Role Play	Use prompts to re-enact home routines. Talk freely about family and home life.	<ul style="list-style-type: none"> • Provide visual prompts to support children acting out routines at home. Model using these scaffolds.





Pupils should be able to:

Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	What the children will do	What the practitioners should do
Activity	<p>Listen to the story Rain, by Manya Stojic</p> <p>Explore the weather using their senses. Describe what they can feel, smell, hear and see.</p> <p>Sort clothing to wear in different types of weather.</p> <p>Dress appropriately for going outside in wet, cold and windy weather.</p>	<ul style="list-style-type: none"> • Model describing what you can feel, smell, hear and see. • Encourage children to feel using different parts of their body including their feet. • Introduce vocabulary including clothing items, waterproof and warm. • Talk about the suitability of different clothes in different weather. • Begin to talk about different countries in the world and how the weather they experience is different to ours.
Activity	<p>Listen to stories and non-fiction text about hibernation.</p> <ul style="list-style-type: none"> • <i>Hibernation by Margaret Hall</i> • <i>Why Do Bears Sleep All Winter by Mary Englar</i> • <i>The Bear’s Winter House by John Yeoman</i> • <i>Hibernation Station by Michelle Meadows</i> 	<ul style="list-style-type: none"> • Explain what hibernation means. • Share non-fiction texts about different animals who hibernate.
Enhanced Provision: Outdoor Area	<p>Observe changes in weather, describe what the feel, see and hear when it rains/is windy or is sunny. Observe puddles/shadows/rainbows and find out about them.</p>	<ul style="list-style-type: none"> • Provide weather exploration boxes (see resources list). • Model vocabulary to describe weather, focusing on sunny, rainy, windy and snowy • Talk about how we use our senses. • Ask questions about when we observe puddles/shadows/rainbows e.g.: <i>Does it have to be raining for us to see puddles? Does it have to be very sunny for us to see shadows or rainbows?</i>



Understanding the World – Polar Express



Pupils should be able to:

Development matters

- Use all their senses in hands-on exploration of natural materials.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.

	What the children will do	What the practitioners should do
Activity	When familiar with the story ' <i>Lost and Found</i> ' by Oliver Jeffers, make boat to carry their own lost polar animal. Talk about which materials did work for boat making.	<ul style="list-style-type: none"> • Challenge the children to make a boat that floats in water. Encourage them to be resilient if their boat doesn't work so that they try again. Model the process. • Provide a wide range of materials for the children to explore. Draw attention to the types of material. • Explain vocabulary 'floating' and 'sinking' in the context of water
Activity	Make observations about ice and snow. Make predictions about what will happen to the snow and ice as it warms up.	<ul style="list-style-type: none"> • Freeze water in balloons or rubber gloves and If it snows, bring some indoors. Introduce vocabulary to describe how it looks and feels.
Activity	Talk about places in the world that have snow and ice all year. Look at books about peoples who live in very cold places near the North Pole (Inuit people).	<ul style="list-style-type: none"> • Use a globe to show the children where the North Pole and South Pole are.
Enhanced Provision: Water Tray	Continue to explore making boats using different materials. Explore what happens when they place different objects in plastic containers. Will they float or sink in water?	<ul style="list-style-type: none"> • Provide a wide range of materials for the children to explore. Draw attention to the types of material. • Model experimenting with different materials to make boats. • Reinforce vocabulary 'float' and 'sink'
Enhanced Provision: Water Tray / Tuff Tray	Explore melting and freezing. Observe what happens to ice cubes. Try to free toys from inside the ice.	<ul style="list-style-type: none"> • Use ice and small world animals to make a polar scene in the water tray or tuff tray. • Reinforce vocabulary.



Understanding the World (1/2) – All Creatures Great and Small



Pupils should be able to:

Development matters

- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
Activity	Know that the story, <i>'We're Going on a Lion Hunt,'</i> is set in the grasslands of Africa, like the Serengeti. Look at where Africa is on a map or globe.	<ul style="list-style-type: none"> • Show the children where Africa and the Serengeti is. • Talk about the weather and the animals that live there Describe the houses. Ask the children to note what they are made of and what similarities and differences there are to their own homes.
Activity	Pretend to go on a safari in the grasslands Africa. <ul style="list-style-type: none"> • Make binoculars and cameras to take out of junk modelling. • Describe the animals and the environment. • Talk about the differences they notice in the environment. 	<ul style="list-style-type: none"> • Explain that a safari is when you go to see animals where they live in the wild. • Explain that animals live in different places called 'habitats' (children may have seen this word in N3-4 Bears). The habitat they are going to explore is grasslands. • Use photographs of African animals around the setting, stop and model describing what you can see e.g. <i>'tall giraffe,' 'fat, grey hippo' or 'slithery, scaly snake.'</i>
Enhanced Provision: Small World	Create their own safari scene in a Tuff Spot. Use materials such as sand, sticks, shells, stones, grass to create a grassland habitat for their small world toys.	<ul style="list-style-type: none"> • Model creating a small world scene, using the photographs of the African grasslands as a reference. • Continue to point out the differences in the grassland environment and where they live.



Understanding the World (2/2) – All Creatures Great and Small



Pupils should be able to:

Development matters

- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
Activity	<p>Learn the names of adult and baby animals found in the Serengeti (possibly on a visit to a zoo or safari park). Name and match adult animals and their young.</p> <p>Sequence pictures of animals growing up from baby to adult.</p>	<ul style="list-style-type: none"> • Introduce the correct animal names (and names of their young), such as zebras (foals), vultures (chicks) lions (cubs), giraffes (calves), hippos (calves), snakes (snakelets), toads (tadpoles), scorpions (scorplings) • Talk about the similarities and differences between the parents and their young. • Model sequencing a life cycle.
Enhanced Provision: Role Play	<p>Draw on their experiences of African safari through the images that have been shared to role play going on safari.</p> <p>Talk about the clothes they will need to wear and the type of vehicles they travel in.</p> <p>Prepare what they will need to take. Describe what they can see, feel, hear and smell.</p>	<ul style="list-style-type: none"> • Explain the word '<i>camouflage</i>' and why people on safari might wear it. • Talk about being safe in the sun e.g. wearing a sun hat and sun cream. • Ask questions that encourage the use of imaginative and descriptive language to talk about the African grasslands and the animals they will see



Understanding the World (1/2) – All Creatures Great and Small



Pupils should be able to:

Development matters

- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
Activity	<p>Talk to the children about animals and where and how they live in the tropical rainforest of the Congo Basin. Look at examples in reference books.</p> <p>Look at photographs of homes in the Congo Basin. Compare them to homes where we live. Describe what they notice.</p>	<ul style="list-style-type: none"> • Show the children where Africa and the Congo Basin is. • Talk about the climate and the animals that live there Describe the houses. Ask the children to note what they are made of and what similarities and differences there are to their own homes, focusing on how they are suitable for different types of weather
Activity	<p>Talk about planning an expedition through the tropical rainforest. Would it be hot or cold? What might we see? Pretend to go on a walk, listen to recording of sounds in the rainforest.</p> <ul style="list-style-type: none"> • Describe the animals and the environment. • Talk about the differences they notice in the environment. 	<ul style="list-style-type: none"> • Explain that animals live in different places called 'habitats.' The habitat they are going to explore is the tropical rainforest. • Show the children pictures of tropical rainforests and talk about the different animals that they can see (such as gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders) • Use photographs of animals around the setting, stop and model describing what you can see.
Enhanced Provision: Small World	<p>Create a home for animals in the tropical rainforest. Talk about the sort of home that each animal would need e.g. a cave for a gorilla, tree for a chimpanzee</p>	<ul style="list-style-type: none"> • Model creating a small world scene, using the photographs of the tropical rainforest as a reference. • Continue to point out the differences in the tropical rainforest environment and where they live.



Understanding the World (1/2) – All Creatures Great and Small



Pupils should be able to:

Development matters

- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
Activity	Know that the story, <i>'We're Going on a Lion Hunt,'</i> is set in the grasslands of Africa, like the Serengeti. Look at where Africa is on a map or globe.	<ul style="list-style-type: none"> • Show the children where Africa and the Serengeti is. • Talk about the weather and the animals that live there Describe the houses. Ask the children to note what they are made of and what similarities and differences there are to their own homes.
Activity	Pretend to go on a safari in the grasslands Africa. <ul style="list-style-type: none"> • Make binoculars and cameras to take out of junk modelling. • Describe the animals and the environment. • Talk about the differences they notice in the environment. 	<ul style="list-style-type: none"> • Explain that a safari is when you go to see animals where they live in the wild. • Explain that animals live in different places called 'habitats' (children may have seen this word in N3-4 Bears). The habitat they are going to explore is grasslands. • Use photographs of African animals around the setting, stop and model describing what you can see e.g. <i>'tall giraffe', 'fat, grey hippo' or 'slithery, scaly snake.'</i>
Enhanced Provision: Small World	Create their own safari scene in a Tuff Spot. Use materials such as sand, sticks, shells, stones, grass to create a grassland habitat for their small world toys.	<ul style="list-style-type: none"> • Model creating a small world scene, using the photographs of the African grasslands as a reference. • Continue to point out the differences in the grassland environment and where they live.



Understanding the World (2/2) – All Creatures Great and Small



Pupils should be able to:

Development matters

- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
Activity	<p>Order the life cycle of some fishes (or alternative). <i>Eggs, larvae, fry, adult.</i></p> <p>Look at animals that live in the sea.</p> <p>Match adult animals with their young.</p>	<ul style="list-style-type: none"> • Introduce the correct animal names (and the names of their young), such as turtles (hatchlings), orcas (calves), dolphins (calves), manta rays (pups), sharks (pups), seahorses (larvae then fry) and jellyfish (larvae then fry) • Talk about the similarities and differences between the parents and their young. • Model sequencing a life cycle. Introduce new vocabulary.
Enhanced Provision: Role Play	<p>Pretend to go expeditions through the tropical rainforest. Talk about the clothes they will need to wear and prepare what they will need to take. Describe what they can see, feel, hear and smell.</p>	<ul style="list-style-type: none"> • Talk about being safe in the sun e.g.: wearing a sun hat and sun-cream. • Ask questions that encourage the use of imaginative and descriptive language to talk about the tropical rainforest and the animals they will see. • Model creeping through the tropical rainforest and negotiating obstacles they come across.



Understanding the World – Me and My World



Pupils should be able to:

Development matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

ELG (Past and Present)

- Talk about the lives of people around them and their roles in society

	What the children will do	What the practitioners should do
Activity	Share photographs of their family, name and talk about them.	<ul style="list-style-type: none"> • Model sharing a photograph of family. • Explain new vocabulary. • Provide sentence stems. • Ask questions to encourage children to elaborate.
Activity	Using a folded house template, draw who lives in their house and label using initial sounds.	<ul style="list-style-type: none"> • Model drawing a house and labelling their family. • Show pictures of different homes in the local area • Ask questions about different homes on their street: flats, bungalows, terraced houses, detached • Provide alphabet charts/ sound mats. • 'Tell me about...'
Enhanced Provision: Small World	Use a dolls house to reenact familiar experiences at home and with family.	<ul style="list-style-type: none"> • Model introducing story lines. • Model vocabulary linked to homes and families. • Provide dolls that reflect the diversity of the setting.
Enhanced Provision: Role Play	Use photographs of different families to support role play. Role-play using different family members.	<ul style="list-style-type: none"> • Model role-play scenarios. • Provide images of different types of family from around the world.



Understanding the World – Standing Ovation



Pupils should be able to:

Development matters

- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG (Past and Present)

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	What the children will do	What the practitioners should do
Activity	<p>Watch Jessica and her family prepare for Diwali from bbc.co.uk.</p> <p>Read <i>Diwali Lights</i> by Rina Singh</p> <p>What do Jessica and her family do to prepare for Diwali? Are there any words we haven't come across before? What do they mean?</p> <p>What festivals do you celebrate? How? What is similar/different to Diwali celebrations?</p>	<ul style="list-style-type: none"> • Make links to other celebrations the children will have experienced e.g.: Christmas, Eid or Hannukah. • Draw children's attention to similarities and differences in how they celebrate festivals that are important to them. • Share images of temples explaining that they are special places for Hindus and Sikhs. • Research special places in local area and locate on a map.
Activity	<p>How does your family celebrate Christmas/ Eid/ Diwali/Hannukah? Share pictures from home.</p> <p>Look at pictures of celebrations in the past to explore what has changed.</p>	<ul style="list-style-type: none"> • Ask questions to prompt children to look closely at the photographs shared. How was it different for your parents/ grandparents? • Invite parents and grandparents into the setting to share their experiences.
Enhanced Provision: Role-Play	<p>Engage in role-play around Diwali, Hannukah and then Christmas in the home corner. This could include making cards and special meals, dressing up in special clothes, getting ready to go to the temple, decorating the house. (Link to PSED)</p>	<ul style="list-style-type: none"> • Provide resources that enhance the opportunities available in the role-play area. • Display photographs of celebrations in the home. • Model expected play.



Understanding the World – Castles, Knights and Dragons



Pupils should be able to:

Development matters

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG Assessment

- 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.

	What the children will do	What the practitioners should do
Activity	<p>Compare pictures of Queen Elizabeth II with those of historical queens (Queen Elizabeth I and Queen Victoria). What is similar/ different between the present queen and queens in the past?</p> <p>Find out more about an historical figure who lived in a castle, the people who worked in castles through books and online learning.</p>	<ul style="list-style-type: none"> • What kind of person lives in a castle? How do you know? When were castles built? How long ago? • Share picture of Queen Elizabeth II and Queen Elizabeth I. What do you notice about their clothes? • Talk about who the king or queen (monarch) is, and that they are important in a country • Model close observation and ask questions to encourage children to look closely and make comparisons. • Model key vocabulary e.g. <i>monarch, servant, ruler</i>.
Activity	<p>Listen to <i>Lanterns and Firecrackers: A Chinese New Year Story</i> by Jonny Zucker</p> <p>Look at Chinese dragons and how they are used in a processions.</p> <p>Locate and discuss China on a map/globe</p> <p>Look at Chinese cultural items</p>	<ul style="list-style-type: none"> • Ask questions about the text. How do people in China celebrate their New Year? • Explain that Chinese dragons are believed to bring people luck and are a symbol of wisdom, power and wealth. • Model where China is located. Ask questions: How far it is from where we live? How can you get there? What continent is it in? How big or small is the country compared to ours? What language do they speak?
Enhanced Provision: Home Corner Role Play	<p>Use Chinese-style bowls spoons, woks, chop sticks and ladles in their play. Role-play preparations for Chinese New Year.</p>	<ul style="list-style-type: none"> • Model how to use the new resources. • Model decorating the home, making cards and sending money and messages in red envelopes. • Provide images from inside a Chinese home.
Enhanced Provision: Creative Area	<p>Make a paper chain dragons and Chines lanterns (Link to PSED and Physical Development).</p>	<ul style="list-style-type: none"> • Ask the children to recall why the Chinese dragon is important at New Year. • Model joining techniques and working together.



Understanding the World – Spring in Our Step



Pupils should be able to:

Development matters

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

ELG Assessment

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand some important processes and changes in the natural world around them, including the seasons.

	What the children will do	What the practitioners should do
Activity	Plant a bean. Keep a bean diary, drawing the bean at different stages of development. Closely observe changes. Talk about what the bean needs to grow (water and light – this may have been covered in N3-4 On the Farm/Food Glorious Food).	<ul style="list-style-type: none"> • Give the children a range of beans to choose from. E.g: cannellini beans, chickpeas, kidney beans Encourage them to look closely at the differences using a magnifying glass. • Model each stage of the planting, caring and recording process.
Activity	Go on a Spring discovery walk. Describe what can they see/hear and feel? Look at pictures of winter and spring. What changes can you see?	<ul style="list-style-type: none"> • Provide checklist or recording sheets. • Introduce and model key vocabulary. • Ask questions that encourage children to look more closely.
Enhanced Provision: Outdoor Area	Go on nature hunts looking for plants including flowers, insects and spiders. Talk about what they find. Record what they find using checklist or carefully drawing what they observe.	<ul style="list-style-type: none"> • Provide checklists or recording sheets. • Introduce and model key vocabulary. • Talk about insects (like ants, bees and ladybirds) and spiders as animals, and flowers as a part of some plants • Ask questions that encourage children to look more closely.
Enhanced Provision: Garden / Investigation Area	Plant seeds and beans in pots and in available raised beds/ garden areas. Talk about what plants need to grow (light and water)	<ul style="list-style-type: none"> • Ask questions e.g. <i>How can you look after plants in your garden? What do plants need to grow?</i> • Provide instructions with words and images as a model. • Model using the gardening tools safely.



Understanding the World (1/2) – Where We Live



Pupils should be able to:

Development matters

- Draw information from a simple map.
- Understand that some places are special to members of their community.

ELG Assessment

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	What the children will do	What the practitioners should do
Activity	Walk around the immediate local area. Draw images of key landmarks, and talk about whether the drawing is the same size as the real life landmark Take photographs of key landmarks and places of importance to themselves.	<ul style="list-style-type: none"> • Complete a risk assessment/ school visit forms. • Ask questions: <i>What can you see/ did you see? What was your favourite place? Which places do you visit regularly?</i> • Model how to find places on a map.
Activity	See a map as a view from above. Practise drawing objects from above by drawing round them, and identify objects from their plan view	<ul style="list-style-type: none"> • Provide objects that children can draw around • Provide images/photographs of objects that have been drawn/taken from above
Activity	Look at a simple picture map of their locality. Learn what basic map symbols represent. Find places on the map and draw out the route they walked.	<ul style="list-style-type: none"> • Create and share a simple picture map of the locality with a key to landmarks. • Model how to find places on a map.
Activity	1) Look for their house and familiar places using a photograph taken from diagonally above (oblique photograph). Identify other features. Compare this with photographs taken on the ground (elevation view) 2) Look at a photograph taken of a different place in the UK from diagonally above. Identify features Compare it with your local area Use language <i>beach, hill, forest, river, sea, village, town, city.</i>	<ul style="list-style-type: none"> • Help children if they can they find key places in their community. • Prompt children to suggest places they have been on holiday. • Model words that describe physical features.
Enhanced Provision: Construction / Small World	Make 3D and 2D representations of maps/ plans of their locality. Use in their play with small world toys. Use some map symbols where appropriate.	<ul style="list-style-type: none"> • Provide large sheets of paper/rolls and mark making tools, examples of maps and a key to symbols. • Model positional and directional language (nearer, further, in front of, behind)
Enhanced Provision: Outdoor Provision	Play games using laminated maps of their outdoor area, locality and imaginative towns and cities.	<ul style="list-style-type: none"> • Model exploring pretend locations using the maps. • Model positional and directional language.



Understanding the World (2/2) – Where We Live



Pupils should be able to:

Development matters

- Comment on images of familiar situations in the past.
- Recognise some similarities and differences between life in this country and life in other countries.

ELG Assessment

- Know some similarities and differences between things in the past and now, 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 – when appropriate – maps.

	What the children will do	What the practitioners should do
Activity	Listen to and discuss the book, <i>My World, Your World</i> by Melanie Walsh. Comment on some similarities/differences between life in this country and life in other countries.	<ul style="list-style-type: none"> • Talk about similarities and difference, reinforcing the commonalities. • Explain vocabulary that might be new to the children e.g. sari.
Activity	Listen to and discuss the book, <i>In Every House on Every Street</i> by Jess Hitchman and Lili La Belein. Talk about their home and street. Share non-fiction text about homes around the world e.g. <i>Homes Around the World</i> by Max Moore, <i>Home (Around the World)</i> by Kate Perry or <i>Houses and Homes</i> by Ann Morris. Talk about their observations.	<ul style="list-style-type: none"> • Use a globe or world map to help children understand where places are located in relation to the UK. • Talk about the similarities and differences in construction. • Model sentence structures that support children to comparisons between life in this country and life in other countries. • Ask pupils whether they think everyone in a place lives in the same kind of house?
Activity	Look at historic pictures of their locality e.g. important buildings, high street, the school. Talk about what they notice. What has changed? Invite parents/ grandparents to talk about what they remember.	<ul style="list-style-type: none"> • Draw the children’s attention to clothes, transport, road layouts, new buildings. • Model making observations. • Display so that the children can revisit.

Understanding the World (1/3) – Science Detectives



Pupils should be able to:

Development matters

- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG Assessment

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

	What the children will do	What the practitioners should do
Activity	<p><i>What is Science? By Rebecca Kai Dotlich (see Communication & Language and Literacy)</i></p> <p>Create working walls as they explore different scientific themes.</p>	<ul style="list-style-type: none"> • Follow the children’s interests. • Model curiosity and asking questions. ‘I wonder...’ • Find books, resources and activities linked to each weekly theme picked by the children. <p>Suggested activities based on ‘What is Science’</p> <ul style="list-style-type: none"> - Show how plants take up water with celery sticks and food colouring (natural world) - Dig for ‘bones’ and ‘fossils’ in sand (natural world) - Design and create a magnet maze on paper plate (forces) - Marble run with recycling, experimenting with different types of materials and observing the speed the marble moves along the maze. (forces and materials) - Make a rainwater collector and observe how the rainfall changes across weeks/days (natural world) - Mixing a slime with water and cornflour (process/change) - - Freezing liquid to form solid by making ice lollies (process/change)
Activity	<p><i>Handa’s Surprise by Eileen Browne</i></p> <p>Compare and contrast Handa’s journey to the children’s local journeys. Talk about the differences in weather and the animals you would see.</p>	<ul style="list-style-type: none"> • Locate Kenya on a globe in relation to the UK • Draw the children’s attention to the weather, animals, fruit. • Show children photographs of other places in Kenya that are different to Handa’s village (e.g. Nairobi) to preempt misconceptions about Kenya or ‘Africa’ • Share non-fiction texts about Kenya.



Understanding the World (2/3) – Science Detectives



Pupils should be able to:

Development matters

- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG Assessment

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

	What the children will do	What the practitioners should do
Enhanced Provision: Small World	African grassland animals small world (Handa's Surprise): <ul style="list-style-type: none"> • Talk about the animals that live in grasslands in Africa (see N3-4 All Creatures 1 for animals they may have seen before). • Create small worlds with the animals. • Create their own maps replicating Handa and Akeyo's village. 	<ul style="list-style-type: none"> • Provide non-fiction texts so that children can find out more about the animals. • Make comparisons between Kenya and the UK. • Model small world play including retelling the story.
Enhanced Provision: Investigation Area	Look closely at the different fruits using magnifying glasses. Describe and ask questions about what they can see.	<ul style="list-style-type: none"> • Cut the fruit in half so that children can see what they are like inside. • Model vocabulary e.g. <i>seed, skin, flesh, fruit names</i>.



Understanding the World (3/3) – Science Detectives



Pupils should be able to:

Development matters

- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

ELG Assessment

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	What the children will do	What the practitioners should do
Activity	<p><i>Tree by Patricia Hegarty.</i></p> <p>What is the weather like in summer? What happens to ice lollies in the sun? Observe ice melting. How do we turn water into ice?</p>	<ul style="list-style-type: none"> • Share pictures of summer scenes. • Model vocabulary e.g.: <i>water, ice, ice cube, cold, warm, hot, melt, melting, melted, change.</i> • <i>Ask questions: What clothes would you wear in Summer? How do you keep safe in Summer?</i> • <i>What do you think will happen to the ice cubes? Can you tell me what is happening? What does it feel like?</i>
Enhanced Provision: Outdoor Area	<p>Look at books (non-fiction and fiction) about weather.</p> <p>Observe changes in weather, describe what the feel, see and hear when it rains/is windy or is sunny.</p> <p>Observe puddles/shadows/rainbows and find out about them.</p>	<ul style="list-style-type: none"> • Provide weather exploration boxes (see resources list). • Model vocabulary to describe weather. • Ask questions: What happens to puddles when the sun comes out? What clothes do you wear when it rains? How is that different to the clothes you wear when it is sunny or it is snowing? • Talk about how we use our senses to make observations. • Refer to <i>Tree by Patricia Hegarty.</i>
Enhanced Provision: Outdoor Sand	<p>At the seaside role-play.</p> <p>Make sandcastles, splash in the water, eat picnics, buy ice cream and ice lollies.</p>	<ul style="list-style-type: none"> • Create a beach area. Add water to make sandcastles. • Model narratives.
Enhanced Provision: Water	<p>Explore coloured ice in the water tray using their sense.</p> <p>Use modeled vocabulary. <i>water, ice, ice cube, cold, warm, hot, melt, melting, melted, change.</i></p>	<ul style="list-style-type: none"> • Be creative e.g.: make dinosaur ice eggs to provide context for exploration. • Model key vocabulary and ask questions about the children's observations.



Note: There are certain aspects of geography – such as human and physical features, or continents of the world – that need to be introduced very early in a pupil’s geography education. For this reason, the autumn units of both cycles of Year 1-2 require some more discrete teaching. In both cycles, Year 1 pupils will need to be taught about physical and human features, and Year 2 will need to build their knowledge of measuring the weather. In both cycles, pupils will develop their mapwork.

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> Settlements can be hamlets, villages, towns or cities (Y3-4)
	Year 1 age pupils:	<ul style="list-style-type: none"> My home, our school and our community is at the local scale. Human settlements can be a city, town, or village, depending on their size. Human features are man-made, physical features are those that would be there without humans Human features in my local area include: [dependent on school] Physical features in my local area include: [dependent on school] Rural means countryside, urban means towns and cities We live in the United Kingdom. 	<ul style="list-style-type: none"> Mapping our local area (Y1-2 CB Aut) Countries of the UK (Y1-2 CB Spr)
	Year 2 age pupils:	<ul style="list-style-type: none"> My home, our school and our community is at the local scale. Human settlements can be a city, town, or village, depending on their size. Human features are man-made, physical features are those that would be there without humans Human features in my local area include: [dependent on school] Physical features in my local area include: [dependent on school] Types of weather include sunny, rainy, and windy (EYFS) Science: The weather can change rapidly in one day (e.g. sunny morning and rainy afternoon) (Y1-2 CB Aut1) 	<ul style="list-style-type: none"> The UK and our local area have daily weather patterns. Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) Weather is a description of what the conditions are like in a particular place. We can gather information about the weather in a particular place.

Year 1-2 A: Autumn 1



A Year 1-2: Autumn 1

Here I am



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils: <ul style="list-style-type: none"> • Using map types: • Simple picture maps (EYFS) • Globe (EYFS) • Photographs of places in an oblique view (EYFS) • Photographs of objects in plan and elevation view (EYFS) 		
	Year 1 age pupils:	<ul style="list-style-type: none"> • Understand simple hazards and steps we can take to avoid them • A plan view is the view of an object or place from above • Draw a basic fieldsketch of one area • Look down on objects to draw a plan view of them • Draw a route on a map and labelling features in correct order • Interpret and give locations and directions using left and right Using map types: <ul style="list-style-type: none"> • Simple maps (Google maps) in a plan view 	<ul style="list-style-type: none"> • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if your class have learned this in maths) (Y1-2 CB Aut) • Draw a sketch map of a route with some approximate scale and features in correct order (Y1-2 CB Aut) Using map types: <ul style="list-style-type: none"> • Satellite image (Google Earth) in a plan view (Y1-2 CB Sum)
	Year 2 age pupils: <ul style="list-style-type: none"> • Understand simple hazards and steps we can take to avoid them (Y1-2 CB Aut) • A plan view is the view of an object or place from above (Y1-2 CB Aut) • Draw a basic fieldsketch of one area (Y1-2 CB Aut) • Look down on objects to draw a plan view of them • Draw a route on a map and labelling features in correct order (Y1-2 CB Aut) • Interpret and give locations and directions using left and right (Y1-2 CB Aut) Using map types: <ul style="list-style-type: none"> • Simple maps (Google maps) in a plan view (Y1-2 CB Aut) • Infant atlas (Y1-2 CB Spr) 	<ul style="list-style-type: none"> • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if your class have learned this in maths) • Draw a sketch map of a route with some approximate scale and features in correct order Using map types: <ul style="list-style-type: none"> • Photographs of places in a plan view 	Using map types: <ul style="list-style-type: none"> • Satellite image (Google Earth) in a plan view (Y1-2 CA Sum)
Vertical concepts	<ul style="list-style-type: none"> • Location & place: Where I live (EYFS) • Geographical scale: We can look at maps and globes that show places of different sizes (EYFS) • Location and place: Some human and physical features of the UK (Y1-2 CA-B Aut) 	<ul style="list-style-type: none"> • Geographical scale: Our community is at the local scale • Interconnections: Humans and human features are affected by physical features everyday (e.g. weather) 	<ul style="list-style-type: none"> • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2 CA Spr) • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Y3-4)

Year 1-2 A: Autumn 1

A Year 1-2: Spring

There you are



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Different countries in the world experience different types of weather (Rec Sum1) • The North Pole and the South Pole are at the top and bottom of the Earth (Rec Sum1) • Location of Kenya on a globe (Rec Sum1) • Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does (Rec Sum1) • Human features are man-made, physical features are those that would be there without humans (Y1-2 CA Aut) • Rural means countryside, urban means towns and cities (Y1-2 CA Aut) • My home, our school and our community is at the local scale (Y1-2 CA Aut). • We live in the United Kingdom (Y1-2 CA Aut). 	<ul style="list-style-type: none"> • The Equator is an imaginary line across the earth • The North Pole and the South Pole are at the top and bottom of the Earth • Kenya is a country in Africa which has the equator running through it • Urban areas in different parts of the world have similarities and differences. • There are poorer and wealthier areas in every city • Human and physical features of Nairobi and local city in UK • Rural areas in different parts of the world have similarities and differences. • Human and physical features of Naro Moru and local rural area in UK 	<ul style="list-style-type: none"> • Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Y3-4) • Lines of longitude run north to south. The main one is called the Prime Meridian (Y3-4) • Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Y3-4) • The Equator splits the Earth into the Northern and Southern Hemispheres (Y3-4) • The Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Y3-4)
	<p>Year 1 age pupils:</p>	<ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica) • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. 	<ul style="list-style-type: none"> • There are five oceans in the world (Y1-2 CB Sum)
	<p>Year 2 age pupils:</p>	<ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica) (Y1-2 CB Sum) • There are five oceans in the world (Y1-2 CB Sum) • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1-2 CB Sum) 	<ul style="list-style-type: none"> • Review the rivers and seas around the UK, and locate rivers and seas around Kenya.

Year 1 - 2 A: Spring





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Globe (EYFS) Simple maps (Google maps) in a plan view (Y1-2 CA Aut) Photographs of places in an oblique view (EYFS) 	<ul style="list-style-type: none"> Identify similarities and differences between two non-local places. 	
	<p>Year 1 age pupils:</p>	<ul style="list-style-type: none"> Identify land and water on a map Use an atlas to find the right map Use and interpret 2 compass points (N and S) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Infant atlas 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> Satellite image (Google Earth) in a plan view (Y1-2 CB Sum)
	<p>Year 2 age pupils:</p> <ul style="list-style-type: none"> A globe is a round map of the Earth (Y1-2 CB Sum) Identify land and water on a map (Y1-2 CB Sum) Use an atlas to find the right map Use and interpret 2 compass points (N and S) (Y1-2 CB Spr) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Infant atlas (Y1-2 CB Spr) Photographs of places in a plan view (Y1-2 CA Aut) 	<ul style="list-style-type: none"> Use and interpret 4 compass points (N, S, E and W) 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> Satellite image (Google Earth) in a plan view (Y1-2 CA Sum)
Vertical concepts	<ul style="list-style-type: none"> Geographical scale: We can look at maps and globes that show places of different sizes (EYFS) 	<ul style="list-style-type: none"> Location and place: Seven continents of the Earth. Location and place: Comparison of areas in UK with non-European country (Kenya). Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale. Geographical scale: When making comparisons, the two places need to be at the same scale. 	<ul style="list-style-type: none"> Location and place: Locating hot and cold deserts across the world (Y1-2 CA Sum) Location and place: Locating volcanoes across the world (Y3-4) Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Y3-4)

Year 1 - 2 A: Spring





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Human features are man-made, physical features are those that would be there without humans (Y1-2 CA Aut) • The Equator is an imaginary line across the earth (Y1-2 CA Spr) • The North Pole and the South Pole are at the top and bottom of the Earth (Y1-2 CA Spr) • There are seven continents in the world. All except Antarctica are split into countries and have people living on them (Y1-2 CA Spr) 	<ul style="list-style-type: none"> • The weather is short-term. Climate is long-term summary of the weather conditions • Precipitation is the fall of water as rain, sleet, snow or hail • Deserts are places where there is very little precipitation • Hot deserts have a very hot and dry climate • Cold deserts have a very cold and dry climate • Hot and cold deserts are found in all continents and vary in size • Hot deserts are usually found near the Equator • Cold deserts are usually found near the North and South Poles • Features of a hot desert include rocks, sand dunes, oases, and small settlements. • Features of a cold desert include mountains, ice sheets, and small settlements, including research stations. • The Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall) 	<ul style="list-style-type: none"> • Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains (Y5-6) • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Y5-6) • Science: Adaptations of animals and plants in hot and cold deserts: Arctic fox, shrubs, camels and cacti (Y1-2 CA Sum2)
	<p>Year 1 age pupils:</p>	<ul style="list-style-type: none"> • Weather is a description of what the conditions are like in a particular place. 	<ul style="list-style-type: none"> • Measuring weather patterns in a local area (Y1-2 CB Aut)
	<p>Year 2 age pupils:</p>	<ul style="list-style-type: none"> • Weather is a description of what the conditions are like in a particular place (Y1-2 CA Aut) 	

Year 1-2 A: Summer 1



A Year 1-2: Summer 1

Hot and cold deserts



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils: <ul style="list-style-type: none"> • <u>Using map types:</u> • Globe (EYFS) • Simple maps (Google maps) in a plan view (Y1-2 CA Aut) • Infant atlas (Y1-2 CA Spr) • Photographs of places in an oblique view (EYFS) • Use and interpret 2 compass points (N and S) (Y1-2 CA Spr) 		
	Year 1 age pupils:		<u>Using map types:</u> <ul style="list-style-type: none"> • Satellite image (Google Earth) in a plan view (Y1-2 CB Sum)
	Year 2 age pupils:	<u>Using map types:</u> <ul style="list-style-type: none"> • Photographs of places in a plan view (Y1-2 CA Aut) 	<u>Using map types:</u> <ul style="list-style-type: none"> • Satellite image (Google Earth) in a plan view
Vertical concepts	<ul style="list-style-type: none"> • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2 CA Spr). 	<ul style="list-style-type: none"> • Geographical scale: Some physical features – like rivers or deserts – span local, national and even global scales. • Location and place: Locating hot and cold deserts across the world. 	<ul style="list-style-type: none"> • Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and global scale (Y3-4).

Year 1-2 A: Summer 1



B Year 1-2: Autumn

Mini mappers



Note: There are certain aspects of geography – such as human and physical features, or continents of the world – that need to be introduced very early in a pupil’s geography education. For this reason, the autumn units of both cycles of Year 1-2 require some more discrete teaching. In both cycles, Year 1 pupils will need to be taught about physical and human features, and Year 2 will need to build their knowledge of measuring the weather. In both cycles, pupils will develop their mapwork.

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> Settlements can be hamlets, villages, towns or cities (Y3-4)
	Year 1 age pupils:	<ul style="list-style-type: none"> My home, our school and our community is at the local scale. Human settlements can be a city, town, or village, depending on their size. Human features are man-made, physical features are those that would be there without humans Human features in my local area include: [dependent on school] Physical features in my local area include: [dependent on school] Rural means countryside, urban means towns and cities We live in the United Kingdom. 	<ul style="list-style-type: none"> Mapping our local area (Y1-2 CA Aut) Countries of the UK (Y1-2 CB Spr)
	Year 2 age pupils:	<ul style="list-style-type: none"> My home, our school and our community is at the local scale. Human settlements can be a city, town, or village, depending on their size. Human features are man-made, physical features are those that would be there without humans Human features in my local area include: [dependent on school] Physical features in my local area include: [dependent on school] Types of weather include sunny, rainy, and windy (EYFS) Science: The weather can change rapidly in one day (e.g. sunny morning and rainy afternoon) (Y1-2 CB Aut1) 	<ul style="list-style-type: none"> The UK and our local area have daily weather patterns. Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) Weather is a description of what the conditions are like in a particular place. We can gather information about the weather in a particular place.

Year 1-2 B: Autumn

B Year 1-2: Autumn

Mini mappers



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils: <ul style="list-style-type: none"> • Using map types: • Simple picture maps (EYFS) • Globe (EYFS) • Photographs of places in an oblique view (EYFS) • Photographs of objects in plan and elevation view (EYFS) 		
	Year 1 age pupils:	<ul style="list-style-type: none"> • Understand simple hazards and steps we can take to avoid them • A plan view is the view of an object or place from above • Draw a basic fieldsketch of one area • Look down on objects to draw a plan view of them • Draw a route on a map and labelling features in correct order • Interpret and give locations and directions using left and right Using map types: <ul style="list-style-type: none"> • Simple maps (Google maps) in a plan view 	<ul style="list-style-type: none"> • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if your class have learned this in maths) (Y1-2 CA Aut) • Draw a sketch map of a route with some approximate scale and features in correct order (Y1-2 CA Aut) Using map types: <ul style="list-style-type: none"> • Satellite image (Google Earth) in a plan view (Y1-2 CA Sum)
	Year 2 age pupils: <ul style="list-style-type: none"> • Understand simple hazards and steps we can take to avoid them (Y1-2 CA Aut) • A plan view is the view of an object or place from above (Y1-2 CA Aut) • Draw a basic fieldsketch of one area (Y1-2 CA Aut) • Look down on objects to draw a plan view of them • Draw a route on a map and labelling features in correct order (Y1-2 CA Aut) • Interpret and give locations and directions using left and right (Y1-2 CA Aut) Using map types: <ul style="list-style-type: none"> • Simple maps (Google maps) in a plan view (Y1-2 CA Aut) • Infant atlas (Y1-2 CA Spr) 	<ul style="list-style-type: none"> • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if your class have learned this in maths) • Draw a sketch map of a route with some approximate scale and features in correct order Using map types: <ul style="list-style-type: none"> • Photographs of places in a plan view 	Using map types: <ul style="list-style-type: none"> • Satellite image (Google Earth) in a plan view (Y1-2 CB Sum)
Vertical concepts	<ul style="list-style-type: none"> • Location & place: Where I live (EYFS) • Geographical scale: We can look at maps and globes that show places of different sizes (EYFS) • Location and place: Some human and physical features of the UK (Y1-2 CA-B Aut) 	<ul style="list-style-type: none"> • Geographical scale: Our community is at the local scale • Interconnections: Humans and human features are affected by physical features everyday (e.g. weather) 	<ul style="list-style-type: none"> • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2 CA Spr) • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Y3-4)

Year 1-2 B: Autumn



B Year 1-2: Spring

Where we are



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Features include beach, hill, forest, river, sea, village, town and city (N3-4 Sum1) • My home, our school and our community is at the local scale (Y1-2 CB Aut) • Human settlements can be a city, town or village, depending on their size (Y1-2 CB Aut) • Human features are man-made, physical features are those that would be there without humans (Y1-2 CB Aut) • Human features in my local area include: [dependent on school] (Y1-2 CB Aut) • Physical features in my local area include: [dependent on school] (Y1-2 CB Aut) • Rural means countryside, urban means towns and cities (Y1-2 CB Aut) 	<ul style="list-style-type: none"> • The UK is made of four countries: England, Scotland, Wales and Northern Ireland • The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland) • Features in rural areas include farm, hill, mountain, forest and river • Features in urban areas include office, shop, house, factory • Coastal areas are areas of land that are near the sea. They can be rural or urban • Features in coastal areas include beach, cliff, harbour and port 	<ul style="list-style-type: none"> • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y1-2 CB Sum) • Features around rivers include valleys, mountains, hills and vegetation (Y1-2 CB Sum) • UK, Great Britain, British Isles (Y3-4) • The UK is spit into regions and counties (Y3-4) • There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) (Y3-4) • The three longest rivers in the UK are the Severn, Thames and Trent (Y3-4)
	<p>Year 1 age pupils:</p>	<ul style="list-style-type: none"> • While the school and community are at the local scale, and countries are at the national scale 	<ul style="list-style-type: none"> • Comparing regions of the UK with regions in Kenya (Y1-2 CA Spr)
	<p>Year 2 age pupils:</p>	<ul style="list-style-type: none"> • While the school and community are at the local scale, and countries are at the national scale, and continents are at the global scale (Y1-2 CA Spr) 	

Year 1 - 2 B: Spring



B Year 1-2: Spring

Where we are



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Globe (EYFS) Simple maps (Google maps) in a plan view (Y1-2 CB Aut) Photographs of places in an oblique view (EYFS) 	<ul style="list-style-type: none"> Identify country boundaries on a map 	
	<p>Year 1 age pupils:</p>	<ul style="list-style-type: none"> Use and interpret 2 compass points (N and S) Use an atlas to find the right map <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Infant atlas 	<ul style="list-style-type: none"> Use and interpret 4 compass points (N, S, E and W) (Y1-2 CA Sum) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Satellite image (Google Earth) in a plan view (Y1-2 CA Sum)
	<p>Year 2 age pupils:</p> <ul style="list-style-type: none"> Use and interpret 2 compass points (N and S) (Y1-2 CA Spr) Use an atlas to find the right map (Y1-2 CA Spr) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> Infant atlas (Y1-2 CA Spr) Photographs of places in plan view (Y1-2 CB Aut) 	<ul style="list-style-type: none"> Use and interpret 4 compass points (N, S, E and W) 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> Satellite image (Google Earth) in a plan view (Y1-2 CB Sum)
Vertical concepts	<ul style="list-style-type: none"> Location and place: Some human and physical features of the UK (Y1-2 CA-B Aut) 	<ul style="list-style-type: none"> Location and place: Countries and capital cities of the UK 	<ul style="list-style-type: none"> Location and place: Seas surrounding the UK (Y1-2 CA Sum)

Year 1 - 2 B: Spring



B Year 1-2: Summer

Rivers, seas and oceans



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Features include beach, hill, forest, river, sea, village, town and city (Rec Sum1) • Human features are man-made, physical features are those that would be there without humans (Y1-2 CB Aut) • Rural means countryside; urban means towns and cities (Y1-2 CB Aut) • The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1-2 CB Spr) • Features in rural areas include farm, hill, mountain, forest and river (Y1-2 CB Spr) • Features in urban areas include office, shop, house, factory (Y1-2 CB Spr) • Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1-2 CB Spr) • Features in coastal areas include beach, cliff, harbour, and port (Y1-2 CB Spr) • While the school and community are at the local scale, and countries are at the national scale (Y1-2 CB Spr) 	<ul style="list-style-type: none"> • Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans • Rivers travel from highland areas (the source) to lowland areas (the mouth) • Human features around rivers include valleys, mountains, hills and vegetation • Land use is how land is used by humans. • Land use can include economic, leisure, or settlements. • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel • There are five oceans in the world. These are larger than seas • The seas around the UK flow into the Atlantic Ocean • Harbours are found (and ports can be found) where the land meets the sea • Humans use seas and oceans for economic and leisure uses. • It is important to protect our rivers, seas and oceans, and there are a range of ways that we can take action. 	<ul style="list-style-type: none"> • The three longest rivers in the UK are the Severn, Thames and Trent (Y3-4) • A river has three courses: upper, middle and lower (Y5-6) • Comparing human and physical features around the rivers Severn, Mississippi and Danube (Y5-6) • The water cycle (Science Y4; Y5) • Improving the environment (Y5-6)
	<p>Year 1 age pupils:</p>	<ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica) • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. 	<ul style="list-style-type: none"> • The Equator is an imaginary line across the earth (Y1-2 CA Spr) • The North Pole and the South Pole are at the top and bottom of the Earth (Y1-2 CA Spr)
	<p>Year 2 age pupils:</p>	<ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica) (Y1-2 CA Spr) • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1-2 CA Spr). 	

Year 1-2 B: Summer



B Year 1-2: Summer

Rivers, seas and oceans



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<p>Using map types:</p> <ul style="list-style-type: none"> Globe (EYFS) Simple maps (Google maps) in a plan view (Y1-2 CB Aut) Infant atlas (Y1-2 CB Spr) Photographs of places in an oblique view (EYFS) Photographs of objects in plan and elevation view (EYFS) 		
	Year 1 age pupils:		<ul style="list-style-type: none"> Identify land and water on a map 	<p>Using map types:</p> <ul style="list-style-type: none"> Satellite image (Google Earth) in a plan view (Y1-2 CA Sum)
	Year 2 age pupils:	<ul style="list-style-type: none"> Identify land and water on a map (Y1-2 CA Spr) <p>Using map types:</p> <ul style="list-style-type: none"> Photograph of places in plan view (Y1-2 CB Aut) 	<p>Using map types:</p> <ul style="list-style-type: none"> Satellite image (Google Earth) in a plan view 	
Vertical concepts		<ul style="list-style-type: none"> Location and place: Countries and capital cities of the UK (Y1-2 CB Spr). 	<ul style="list-style-type: none"> Location and place: Seas surrounding the UK. Location and place: Seven continents of the Earth. Location and place: Five oceans of the Earth. 	<ul style="list-style-type: none"> Location and place: Locating volcanoes across the world (Y3-4)

Year 1 - 2 B: Summer



A Year 3-4: Autumn

Brazil



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Names of common human and physical features (Y1-3) While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1-2) There are seven continents in the world, six of which people live on (Y1-2) There are five oceans in the world (Y1-2) The equator is an imaginary line across the earth (Y1-2) The North Pole and the South Pole are at the top and bottom of the Earth (Y1-2) There are poorer and wealthier areas in every county and city (Y1-2) 	<ul style="list-style-type: none"> Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries Brazil's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Brazilian highlands Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter-gatherers Rio de Janeiro is one of the largest cities in the Brazilian highlands, Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists 	<ul style="list-style-type: none"> Lines of longitude are important for considering time zones (Y5-6) Lines of latitude are important for considering climate zones (Y5-6) Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Y3-4 CB Sum) History: People have lived in the Amazon rainforest for millions of years, and populations fell quickly when Spanish and Portuguese explorers brought diseases and forcibly took control of the lands (Y5-6)
Year 3 age pupils:		<ul style="list-style-type: none"> Agriculture is the farming of plants (arable) and animals Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather 	<ul style="list-style-type: none"> History: Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3-4 CA Aut)
Year 4 age pupils:	<ul style="list-style-type: none"> History: Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3-4 CA Aut) History: Agriculture is the farming of plants (arable) and animals (Y3-4 CA Aut) The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges (Y3-4 CA Spr) 	<ul style="list-style-type: none"> Review History hunter-gatherer diets and the move to agriculture in the Stone Age period in Britain, and compare this to some communities in Brazil. 	

Year 3 - 4 A: Autumn



A Year 3-4: Autumn

Brazil



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> • Mathematics: Identify horizontal/vertical lines and pairs of perpendicular /parallel lines (Y3) • Identify country boundaries on a map (Y1-2) • Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4 CB Aut) • Identify a range of political and physical boundaries (Y3-4 CB Aut) • Use and interpret 4 compass points (Y1-2) <p>Using map types:</p> <ul style="list-style-type: none"> • Satellite images (Google Earth) • Photographs of places in oblique and plan view 		<ul style="list-style-type: none"> • Interpret and locate places and features using 4-figure grid reference (Y5-6)
	Year 3 age pupils:			<ul style="list-style-type: none"> • Locate places and features using letter and number coordinates on a map (Y3-4 CA Sum)
	Year 4 age pupils:	<ul style="list-style-type: none"> • Mathematics: Coordinates in the first quadrant (Y4) • (Mathematics: Numbers written as decimals correct to one decimal place Y4-5 – optional, Richter scale) • Use and interpret 8 compass points (Y3-4 CA Aut) 	<ul style="list-style-type: none"> • Locate places and features using letter and number coordinates on a map 	
Vertical concepts		<ul style="list-style-type: none"> • Location and place: Seven continents (Y1-2) • Location and place: Equator, North Pole, South Pole (Y1-2) 	<ul style="list-style-type: none"> • Location and place: Lines of longitude and latitude. • Location and place: Locating countries in South America. • Location and place: Physical and human features of Brazil. 	<ul style="list-style-type: none"> • Location and place: Locating climate zones/biomes across and within continents (Y5-6) • Location and place: Time zones (Y5-6)

Year 3 - 4 A: Autumn





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> The Congo Basin is a tropical rainforest, with habitats home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders (N3-4 Sum2) Science: Trees are a type of plant that have a tall stem made of wood (Y1-2) Science: Habitats are the places that living things live. Animals and plants depend on each other in their habitats (Y1-2) Science: Animals, including humans, need water and oxygen to survive (Y1-2) Science: Living things have adapted to their environment. This means they may not be able to survive in other habitats (Y1-2) The weather is short-term. Climate is long-term summary of the weather conditions. Precipitation is the fall of water (Y1-2) Lines of latitude run east to west (Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle) (Y3-4 CB Spr) The Amazon rainforest is located in Brazil (Y3-4 CB Spr) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3-4 CB Spr) 	<ul style="list-style-type: none"> Rainforests are forests that are found in places with high temperatures and lots of precipitation They are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor Each layer of the rainforest has different types of plants and animals that live there A symbiotic relationship is a long-term relationship between one or more species. Mutualism is where this both species in the relationship receive benefits Animals and plants have adapted to life in the rainforest (buttress roots, lianas, spider monkey, toucan, and fire ants) Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species Chopping down trees is called deforestation Deforestation of the Amazon rainforest is making way for agriculture, mining and logging At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation. 	<ul style="list-style-type: none"> Tropical rainforests are one type of biome; there are several others in the world (Y5-6) Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs (Y5-6) Science: Adaptations can be behavioural, physiological or structural (Y5-6) Science: Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y5-6) Deforestation has serious effects: it increases the likelihood of flooding and contributes to global warming (Y5-6)
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> • Mathematics: Measure length and height (mm/cm/m) (Y3) • Draw routes around school on squared paper using 1 square : 1 pace (Y1-2) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Simple maps (Google maps) • Satellite images (Google Earth) • Photographs of places in oblique and plan views • Globe 	<ul style="list-style-type: none"> • Draw an object to scale • Recognise that people have differing opinions about environmental issues 	<ul style="list-style-type: none"> • Calculate distances on a map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6) • Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6) • Express opinions about environmental issues with reasons (Y5-6)
	Year 3 age pupils:			
	Year 4 age pupils:			
	Vertical concepts	<ul style="list-style-type: none"> • Interconnections: Humans are affected by physical features everyday (e.g. weather) (Y1-2) 	<ul style="list-style-type: none"> • Interconnections: Human activity can affect physical features (e.g. deforestation of Amazon) 	<ul style="list-style-type: none"> • Geographical scale: Actions at the local or national scale can have a huge impact on the global scale (Y5-6) • Interconnections: Many places at the local, national and even global scale rely on trading with other places across world (Y5-6)

Year 3-4 A: Spring



A Year 3–4: Summer

Earthquakes and human settlements



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) (Y3-4 CA Spr) The upper part of the mantle and the crust combine to make the lithosphere (Y3-4 CA Spr) The lithosphere is split into pieces called tectonic plates. Because the mantle is semi-liquid, these big plates move around each other (Y3-4 CA Spr) Tectonic plates can be oceanic or continental (Y3-4 CA Spr) Tectonic plates meet at a plate boundary (Y3-4 CA Spr) 	<ul style="list-style-type: none"> An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an oceanic plate is being forced under the continental plate (where some volcanoes are formed) The focus is the point inside the lithosphere where the earthquake came from; the epicentre is the point on the Earth's surface above The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage Countries in the world can be classified as low- medium- or high-income countries (LIC, MIC, HICs). They appear in all continents Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011 Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects The responses to earthquakes in HICs and LICs differ 	<ul style="list-style-type: none"> Forced migration occurs when people can no longer live safely in their home (Y5-6) Natural disasters in KS3.
Year 3 age pupils:		<ul style="list-style-type: none"> We can categorise effects into social, economic and environmental. 	<ul style="list-style-type: none"> Categorise effects into social, economic and environmental, in the context of effects of tourism on regions of Europe (Y3-4 CB Aut)
Year 4 age pupils:	<ul style="list-style-type: none"> We can categorise effects into social, economic and environmental, in the context of effects of tourism on regions of Europe (Y3-4 CB Aut) 		

Year 3–4 A: Summer



A Year 3–4: Summer

Earthquakes and human settlements



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> Identify similarities and differences between two non-local places (Y1-2) Explain similarities and differences, using geographical knowledge (Y3-4 CA Spr) <p>Using maps:</p> <ul style="list-style-type: none"> Simple maps (Google maps) Photographs of places in oblique and plan views Globe 		<ul style="list-style-type: none"> Interpret and locate places and features using 4-figure grid reference (Y5-6)
	<p>Year 3 age pupils:</p>		<ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map (Y3-4 CB Spr)
	<p>Year 4 age pupils:</p> <ul style="list-style-type: none"> Mathematics: Coordinates in the first quadrant (Y4) (Mathematics: Numbers written as decimals correct to one decimal place Y4-5 – optional, Richter scale) 	<ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map 	
Vertical concepts	<ul style="list-style-type: none"> Location and place: Seven continents (Y1-2) Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and global scale (Y3-4 CA Spr). Interconnections Human features are often shaped by physical features (e.g. settlements and other human features around rivers) (Y1-2) 	<ul style="list-style-type: none"> Location and place: Location and effects of earthquake in Haiti. Location and place: Location and effects of earthquake in Japan. Geographical scale: While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale. Interconnections: Humans have adapted to living in areas prone to earthquakes Interconnections: There are similarities and differences between HICs, MICs and LICs 	<ul style="list-style-type: none"> Location and place: Locating places in North America (Y5-6). Geographical scale: Trade takes place at the local, national and global scale. Over time, trade has tended to become more and more global (Y5-6).

Year 3–4 A: Summer



B Year 3-4: Autumn

The United Kingdom



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Human settlements can be a city, town or village, depending on their size (Y1-2) • Human features are man-made, physical features would be there without humans (Y1-2) • The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1-2) • Rural means countryside; urban means towns and cities (Y1-2) • Features in rural areas include farm, hill, mountain, forest and river (Y1-2) • Features in urban areas include office, shop, house, factory (Y1-2) • Features in coastal areas include beach, cliff, harbour, and port (Y1-2) • Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans (Y1-2) • Features around rivers include valleys, mountains, hills and vegetation (Y1-2) • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y1-2) • Land use is how land is used by humans (Y1-2) 	<ul style="list-style-type: none"> • Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland • England and the UK are split into regions • Regions in England and the UK are split into counties • There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) • The three longest rivers in the UK are the Severn, Thames and Trent • Settlements can be hamlets, villages, towns and cities, depending on their size • Physical features of the North West (or other region) include mountains, hills, forests, cliff, beach, river, and valley • Human features of the North West (or other region) include national parks, hamlets, villages, towns and cities, factories, offices • Land use in the North West has changed over time (green space is filled; towns have become larger) 	<ul style="list-style-type: none"> • The Lake District is a National Park in England (Y3) • Bournemouth is located on the south coast of England, and there are a variety of human and physical features there (Y3) • Many people in the Amalfi Coast, the Alps, Bournemouth and the Lake District rely on tourism, and there are ways that it can be managed responsibly (Y3) • Comparing human and physical features around the river Severn with rivers Danube and Mississippi (Y5)
Year 3 age pupils:			<ul style="list-style-type: none"> • Brazil's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Brazilian highlands (Y3-4 CB Spr)
Year 4 age pupils:	<ul style="list-style-type: none"> • Comparison of a region in the Alps (Graian region), the Amalfi Coast with a region in the UK. • Brazil's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Brazilian highlands 	<ul style="list-style-type: none"> • Compare the way that Brazil is split into regions (physical geography) and the way that the UK is split into regions (political geography). 	

Year 3-4 B: Autumn

B Year 3-4: Autumn

The United Kingdom



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> • Use and interpret 4 compass points (Y1-2) • Identify land and water on a map (Y1-2) • Identify country boundaries on a map (Y1-2) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Simple maps (Google maps) (Y1-2) • Satellite images (Google Earth) (Y1-2) • Photographs of areas in oblique view (Y1-2) • Photographs of areas in plan view (Y1-2) 	<ul style="list-style-type: none"> • Use and interpret 8 compass points • Identify county boundaries on a map • Give and interpret standard OS symbols <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • OS maps 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Thematic maps (Y5-6)
	<p>Year 3 age pupils:</p>	<ul style="list-style-type: none"> • Political maps show human boundaries and features; physical maps show physical boundaries and features <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Physical maps 	
	<p>Year 4 age pupils:</p> <ul style="list-style-type: none"> • Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4 CB Aut) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Physical maps (Y3-4 CB Aut) 		
Vertical concepts	<ul style="list-style-type: none"> • Location and place: Countries and capital cities of the UK, seas and oceans around the UK (Y1-2) 	<ul style="list-style-type: none"> • Location and place: Rivers of the UK • Location and place: UK, Great Britain, British Isles • Location and place: Counties and regions in the UK • Location and place: Land use in the UK 	<ul style="list-style-type: none"> • Location and place: Human and physical features around a local river (Y5-6)

Year 3-4 B: Autumn



B Year 3-4: Spring

Mountains and volcanoes



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Science: Substances can exist as solids, liquids and gases (Y1-2) • Features in rural areas include farm, hill, mountain, forest and river (Y1-2) • There are seven continents in the world, six of which people live on (Y1-2) • There are five oceans in the world. These are larger than seas (Y1-2) • Science: Plants need air (oxygen and carbon dioxide), water, light, nutrients from the soil, space, and a suitable temperature to grow (Y3-4 CA Spr1) 	<ul style="list-style-type: none"> • The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) • The upper part of the mantle and the crust combine to make the lithosphere. The lithosphere is split into tectonic plates that meet at plate boundaries. • Tectonic plates can be oceanic (heavier) or continental (lighter). • Because the mantle is semi-liquid, tectonic plates move around each other • A mountain is land that is higher than the surrounding areas, usually above 600m. It is steeper and taller than a hill. • Fold mountains can be formed when two continental plates move towards each other and collide • The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges. • A volcano is an opening in the Earth's crust through which material can erupt. • Volcanoes (and fold mountains) can be formed when an oceanic plate and a continental plate move toward each other • Volcanoes can be active, dormant or extinct • The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist • Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars • Volcanoes can also attract visitors; provide nutrients in the soil; and the heat can be used to heat water • La Soufriere is a volcano on the island of St Vincent in the Caribbean that erupted in April 2021. • Etna is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021. 	<ul style="list-style-type: none"> • Tectonic activity causes earthquakes (Y3-4 CA Sum) • History: St Vincent is an island in the Caribbean, and was home to the Garifuna people (Y5 Sum)
Year 3 age pupils:			
Year 4 age pupils:	<ul style="list-style-type: none"> • The Alps are a mountain range in Europe. We can name physical and human features in the Graian region of the Alps mountain range (Y3-4 CB Aut) 		

Year 3 - 4 B: Spring



B Year 3-4: Spring

Mountains and volcanoes



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> • A plan view is the view of an object from above (Y1-2) • Identify similarities and differences between two non-local places (Y1-2) • Science: Make a prediction based on substantive knowledge (Y1-2) • Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4 CA Aut) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Globe • Satellite images (Google Earth) • Photographs of places in oblique view • Photographs of places in plan view 	<ul style="list-style-type: none"> • World maps can be drawn from different perspectives, including the Pacific-centred map • Explain similarities and differences, using geographical knowledge 	<ul style="list-style-type: none"> • The Mercator projection is what is commonly use but distorts continents and makes European countries look larger. Peters projection shows continents on a more accurate scale (Y5-6)
	<p>Year 3 age pupils:</p>	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Junior atlas 	
	<p>Year 4 age pupils:</p>	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Junior atlas (Y3-4 CB Aut) 	
Vertical concepts	<ul style="list-style-type: none"> • Location and place: Locating hot and cold deserts across the world (Y1-2) • Location and place: Five oceans and seven continents (Y1-2) • Geographical scale: Some physical features – like rivers or deserts – span local, national and even global scales (Y1-2) 	<ul style="list-style-type: none"> • Location and place: Location and effects of Etna, Italy • Location and place: Location and effects of eruption at La Soufriere, St Vincent • Location and place: Locating volcanoes across the world • Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and global scale 	<ul style="list-style-type: none"> • Location and place: Locating countries (including Russia) in Europe (Y3-4 CB Aut) • Geographical scale: While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Y3-4 CA Sum)

Year 3-4 B: Spring



B Year 3-4: Summer

Looking at Europe



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> • Europe is made up of 50 countries; Russia is split across Asia and Europe. • The Alps stretch across France, Italy, Switzerland, Austria and other countries. The Lake District is a National Park in England. • The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. Bournemouth is located on the south coast of England, and there are a variety of human and physical features there. • Tourism is the business of supporting and encouraging people to visit a place for fun. • The four locations experience positive impacts (social and economic) and negative (environmental and social) from tourism. • Many people in the four locations rely on tourism, and there are ways that it can be managed responsibly. 	<ul style="list-style-type: none"> • Comparing human and physical features in around a local river in the UK, the Danube in Europe, Mississippi in North America and the Amazon river in South America (Y5-6)
	Year 3 age pupils:	<ul style="list-style-type: none"> • We can categorise effects into social, economic and environmental 	<ul style="list-style-type: none"> • Categorising effects of earthquakes into social, economic and environmental (Y3-4 CA Sum)
	Year 4 age pupils:	<ul style="list-style-type: none"> • We can categorise effects into social, economic and environmental (in the context of effects of earthquakes). (Y3-4 CA Sum) • The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges (Y3-4 CA Spr) 	<ul style="list-style-type: none"> • Discuss the fact that the Alps is a fold mountain range, and review how fold mountains are formed.

Year 3-4 B: Summer



B Year 3-4: Summer

Looking at Europe



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils: <u>Using map types:</u> <ul style="list-style-type: none"> • Satellite images (Google Earth) • Photographs of places in oblique and plan view 	<ul style="list-style-type: none"> • Say whether a map is at the local, national or global scale • Spatially match locations on maps of different scales • Identify a range of political and physical boundaries 	<u>Using map types:</u> <ul style="list-style-type: none"> • Thematic maps (Y5-6)
	Year 3 age pupils:	<ul style="list-style-type: none"> • Political maps show human boundaries and features; physical maps show physical boundaries and features <u>Using map types:</u> <ul style="list-style-type: none"> • Physical maps • Junior atlas 	
	Year 4 age pupils: <ul style="list-style-type: none"> • Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4 CB Aut) <u>Using map types:</u> <ul style="list-style-type: none"> • Physical maps (Y3-4 CB Aut) • Junior atlas (Y3-4 CA Spr) 		
Vertical concepts	<ul style="list-style-type: none"> • Location and place: Location and effects of Etna, Italy (Y3-4 CA Spr) • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2) 	<ul style="list-style-type: none"> • Location and place: Locating countries (including Russia) in Europe. • Location and place: Human and physical features of Amalfi Coast and Alps. • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one • Interconnections: There are similarities and differences between different places, even if they have similar physical and/or human features (e.g. tourism on UK coast and Amalfi Coast) 	<ul style="list-style-type: none"> • Location and place: Human and physical features around the Danube river (Y5-6) • Interconnections: There are similarities and differences between HICs, MICs and LICs (Y3-4 CA Sum)

Year 3 - 4 B: Summer





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Key human and physical features (Y1-4) • Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. (Y1-2) • Rivers travel from highland areas (the source) to lowland areas (the mouth) (Y1-2) • Land use is how land is used by humans, and can include economic, leisure, or settlements. (Y1-2) • Humans use seas and oceans for economic and leisure uses (Y1-2) • It is important to protect our rivers, seas, and oceans, and there is a range of ways that we can take action (Y1-2) • Tourism is the business of supporting and encouraging people to visit a place for fun (Y3-4) • Science: The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again (Y3-4) 	<ul style="list-style-type: none"> • The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. • Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. • The upper course of a river is in high, mountainous ground and the river is narrow and fast-flowing; the lower course of a river is in low, flat ground and the river is wide and slow-flowing; the middle course is between the two. • Location of Mississippi, Amazon, Nile, Danube, Severn, Yangtze and Murray rivers. • Waterfalls are formed in the upper course of the river when water gradually erodes soft rock and are found all over the world. • Meanders are bends in the river that form in the middle and lower courses. • Floodplains are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river. • Land use is how humans use land, and includes agriculture, recreation (including tourism), housing, industry and forestry. • Land use is different around the lower, middle and upper courses of a river. 	<ul style="list-style-type: none"> • Carrying out fieldwork around a river (Y6) • Formation of other river features (KS3)
Year 5 age pupils:			
Year 6 age pupils:	<ul style="list-style-type: none"> • Science: When a solute dissolves in a solvent, a solution is formed. A solution is a mixture (Y5-6 CB Aut1) 	<ul style="list-style-type: none"> • Discuss the nature of saltwater as a solution of salt (solute) and water (solvent) 	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> • Mathematics: Read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts (Y3); Convert between units of measure, including m to km (Y4); Recognise % and know it means parts per 100 (Y5) • Explain similarities and differences, using geographical knowledge (Y3-4) • Interpretation: Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4) <p>Using maps:</p> <ul style="list-style-type: none"> • Satellite images (Google Earth) • Photographs of places in oblique /plan views • OS maps • Junior atlas 		
	<p>Year 5 age pupils:</p>	<ul style="list-style-type: none"> • Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) 	<ul style="list-style-type: none"> • Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6 CB Sum)
	<p>Year 6 age pupils:</p>	<ul style="list-style-type: none"> • Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) (Y5-6 CB Sum) 	<ul style="list-style-type: none"> • Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units
Vertical concepts	<ul style="list-style-type: none"> • Location & place: Five oceans (Y1-2) • Location & place: Locating countries in Europe and South America (Y3-4) • Location & place: Rivers of the UK (Y3-4) 	<ul style="list-style-type: none"> • Location & place: Human and physical features around a local river and Danube, Mississippi and Severn rivers. • Location & place: Distribution of the world's water. 	<ul style="list-style-type: none"> • Location & place: Building locational knowledge of Asia and Africa (KS3)





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> The Serengeti is a grassland, with habitats home to animals like zebras, lions, giraffes, hippos, vultures, snakes, toads and scorpions (N3-4 Sum2) The Congo Basin is a tropical rainforest, with habitats home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders (N3-4 Sum2) Science: Daytime happens when we are facing the sun; nighttime happens we are facing away from the sun (Y1-2) The North Pole and the South Pole are at the top and bottom of the Earth (Y1-2) Science: Animals and plants have adapted to life in a hot desert: camels and cacti (Y1-2) Science: Animals and plants have adapted to life in a cold desert: Arctic fox and shrubs (Y1-2) The weather is short-term. Climate is long-term summary of the weather conditions (Y1-2) Hot deserts have a very hot and dry climate; cold deserts have a very cold and dry climate (Y1-2) Lines of longitude and latitude are imaginary lines that help us locate places on Earth: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Prime Meridian; Northern and Southern and Eastern and Western Hemispheres (Y3-4) A symbiotic relationship is a long-term relationship between one or more species. Mutualism is where this both species in the relationship receive benefits (Y3-4) Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species. Chopping down trees is called deforestation (Y3-4) 	<ul style="list-style-type: none"> Vertical lines called meridians split the Earth is split into 24 different time zones. Each time zone is a number of hours ahead or behind London, at the Prime Meridian. Some countries are too large for one zone and operate in multiple time zones Climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains Climate zones are usually found in more than one continent; and continents of Europe, North America and South America have several climate zones Some climate zones (e.g. temperate) usually have a much higher population density than others Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora or vegetation belt): tundra, tropical rainforests, coral reefs, temperate forests and hot deserts Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees with thick bark, red squirrels, hedgehogs, and southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, octopus & grouper) Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by human activity Global warming is caused by too many greenhouse gases in the atmosphere from burning fossil fuels, agriculture, deforestation We can prevent further climate change by using less electricity, reforestation and afforestation, and by using less and recycling more. If humans do not act now, global warming and climate change will continue and have major impacts. 	<ul style="list-style-type: none"> In addition to global warming, plastic waste and pollution are damaging habitats across the world (Y5-6 CA Sum) Science: Adaptations can be behavioural, physiological or structural (Y5-6 CA Spr1) Science: Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y5-6 CA Spr1) Science: The Earth's tilt creates seasons, and different day lengths and different times of the year (KS3) 	
	Year 5 age pupils:		<ul style="list-style-type: none"> Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil. 	
	Year 6 age pupils:	<ul style="list-style-type: none"> Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil (Y5-6 CB Aut) 		

Year 5–6 A: Spring 1





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> • Mathematics: Number of mins in an hour; hours in a day (Y2); Interpret and construct bar graphs (Y3) and line graphs (Y4) • World maps can be drawn from different perspectives, including the Pacific-centred map (Y3-4) • Use an atlas to find the right map (Y1-2) • Explain similarities and differences, using geographical knowledge (Y3-4) <p>Using maps:</p> <ul style="list-style-type: none"> • Satellite images (Google Earth); range of photographs • Junior atlas • Globe 	<ul style="list-style-type: none"> • The Mercator projection is what is commonly use but distorts continents to make European countries look larger. Peters projection shows continents on a more accurate scale • Interpret and construct climate graphs <p>Using maps:</p> <ul style="list-style-type: none"> • Thematic maps (showing climate zones and population density) 	<ul style="list-style-type: none"> • Using a wider range of thematic maps (KS3) • Recognise other map projections (KS3)
	<p>Year 5 age pupils:</p>	<ul style="list-style-type: none"> • Express opinions about environmental issues with reasons. 	<ul style="list-style-type: none"> • Express opinions about environmental issues with reasons, in the context of Fair Trade (Y5-6 CB Aut)
	<p>Year 6 age pupils:</p>	<ul style="list-style-type: none"> • Express opinions about environmental issues with reasons, in the context of Fair Trade (Y5-6 CB Aut) 	
Vertical concepts	<ul style="list-style-type: none"> • Location & place: Seven continents, five oceans (Y1-2) • Location & place: Longitude/latitude (Y3-4) 	<ul style="list-style-type: none"> • Location & place: Locating climate zones and biomes across the world; time zones 	<ul style="list-style-type: none"> • Location & place: Building locational knowledge of Asia and Africa (KS3)

Year 5–6 A: Spring 1



A Year 5–6: Summer 1

Improving the environment



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • There are five oceans in the world. These are different to seas (Y1-2) • It is important to protect our rivers, seas, and oceans, and there is a range of ways that we can take action (Y1-2) • Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil (Y5-6 CA Spr1) • Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by human activity (Y5-6 CA Spr1) • We can prevent further climate change by using less electricity, reforestation and afforestation, and by using less and recycling more. If humans do not act now, global warming and climate change will continue and have major impacts (Y5-6 CA Spr1) • Science: A non-renewable energy source is one where we have a fixed amount of the source, and where it would take too long for more to be formed. Burning fossil fuels to transfer electrical energy is an example of a non-renewable energy source (Y5-6 CA Spr2) • Science: Renewable energy sources quickly refill replenish themselves, meaning that we can use them again and again/Wind, solar, geothermal and hydrological power are all examples of renewable energy sources (Y5-6 CA Spr2) • Science: Power stations can use both renewable and non-renewable sources of energy (Y5-6 CA Spr2) 	<ul style="list-style-type: none"> • Some locations are better suited to some renewable energy sources than others, based on their physical and climate features. • Plastics take hundreds of years to break down. They can kill organisms directly or indirectly by destroying habitats. • Plastic waste is created across the world, and often ends up in oceans. • The Great Pacific Garbage Patch is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined. • Plastic pollution can be reduced by using less single-use plastic (e.g. plastic bags, straws) and recycling more plastic. • Sustainable cities limit damage to their environment. • Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China; Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa). 	<ul style="list-style-type: none"> • Carrying out fieldwork (Y5-6 CB Sum) • The Earth's changing climate from the Ice Age to now (KS3)
Year 5 age pupils:			
Year 6 age pupils:			

Year 5–6 A: Summer 1



A Year 5–6: Summer 1

Improving the environment



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> • Mathematics: Coordinates in the first quadrant (Y4) • Express opinions about environmental issues with reasons (Y5-6 CA Spr) <p>Using maps:</p> <ul style="list-style-type: none"> • Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps 	<ul style="list-style-type: none"> • Locate places on a world map using longitude and latitude • Evaluate responses to environmental issues 	<ul style="list-style-type: none"> • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3)
	<p>Year 5 age pupils:</p>		<ul style="list-style-type: none"> • Location: Locate places and features using 4-figure grid references (Y5-6 CB Aut)
	<p>Year 6 age pupils:</p> <ul style="list-style-type: none"> • Location: Locate places and features using 4-figure grid references (Y5-6 CB Aut) 		
Vertical concepts	<ul style="list-style-type: none"> • Geographical scale: While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Y3-4) 	<ul style="list-style-type: none"> • Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate 	<ul style="list-style-type: none"> • Geographical scale: Use scales more mathematically, measuring and carefully calculating distances (KS3)

Year 5–6 A: Summer 1



B Year 5-6: Autumn 1

Investigating world trade



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1-2) The weather is short-term. Climate is long-term summary of the weather conditions (Y1-2) Humans use seas and oceans for economic and leisure uses (Y1-2) Science: A fossil is physical evidence of an ancient plant or animal (Y3-4) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3-4) Countries in the world can be classified as low, medium or high-income countries (LIC, MIC, HIC) (Y3-4) 	<ul style="list-style-type: none"> Natural resources are substances that occur naturally in the environment, like wood, food, water and fossil fuels. Natural resources are unevenly distributed across the world, and can be renewable or non-renewable. North America is made up of 23 countries, across Northern America, Central America and the Caribbean. It is surrounded by the Arctic, Atlantic; Pacific. There are five regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean. Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. UK imports food from across the world. There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial so that food can be traded. Fair trade is a way of making sure that farmers are paid a fair price for the food they grow. 	<ul style="list-style-type: none"> Burning fossil fuels is contributing to global warming and climate change (Y5-6 CA Aut)
	<p>Year 5 age pupils:</p>	<ul style="list-style-type: none"> Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items 	<ul style="list-style-type: none"> Science: fossil fuels are a non-renewable energy store (Y5-6 CA Spr2) Distribution of the world's water (Y5-6 CA Aut) Burning fossil fuels is contributing to global warming and climate change (Y5-6 CA Aut)
	<p>Year 6 age pupils:</p>	<ul style="list-style-type: none"> Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items (Y5-6 CA Spr1) Science: fossil fuels are a non-renewable energy store (Y5-6 CA Spr2) Distribution of the world's water (Y5-6 CA Aut) Burning fossil fuels is contributing to global warming and climate change (Y5-6 CA Aut) 	

Year 5-6 B: Autumn 1





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> • Mathematics: Coordinates in the first quadrant (Y4) • Science: Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3-4) • Recognise simple hazards and plan steps we can take to reduce them (Y1-2) • Give and interpret standard OS symbols (Y3-4) • Locate places and features using letter and number coordinates on a map (Y3-4) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> • Simple maps (Google maps); Satellite images (Google Earth); OS maps 	<ul style="list-style-type: none"> • Locate places using 4-figure grid references 	<ul style="list-style-type: none"> • Locate places using 6-figure grid references (Y5-6 CB Sum)
	<p>Year 5 age pupils:</p>	<ul style="list-style-type: none"> • Express opinions about environmental issues with reasons. 	<ul style="list-style-type: none"> • Express opinions about environmental issues with reasons, in the context of climate change (Y5-6 CA Spr) • Locate places on a world map using longitude and latitude (Y5-6 CA Sum)
	<p>Year 6 age pupils:</p> <ul style="list-style-type: none"> • Express opinions about environmental issues with reasons, in the context of climate change (Y5-6 CA Spr) • Locate places on a world map using longitude and latitude (Y5-6 CA Sum) 		
Vertical concepts	<ul style="list-style-type: none"> • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2) • Interconnections: Human features are shaped by physical features (Y1-2) 	<ul style="list-style-type: none"> • Location & place: Locating countries in North America • Geographical scale: Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global • Interconnections: Many places at the local, national and global scale rely on trading with other places across the world 	<ul style="list-style-type: none"> • Location & place: Human and physical features around the Mississippi River (Y5-6 CA Aut); migration from Northern Triangle to USA (Y5-6 CB Spr1) • Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Y5-6 CA Spr1)



B Year 5-6: Spring 1

On the move



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • There are poorer and wealthier areas in every county and city (Y1-2) • Science: Animals, including humans, need oxygen, food, water and the right temperature to survive (Y1-2) • Europe is made up of 50 countries (Y3-4) • We can categorise effects into social, economic and environmental (Y3-4) • Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents (Y3-4) • North America is made up of 23 countries, across Northern America, Central America and the Caribbean (Y5-6 CB Aut1) 	<ul style="list-style-type: none"> • Maslow's hierarchy of needs show what humans need to survive and thrive • Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out) • People migrate because of push and pull factors • Voluntary migration usually happens because of economic or social factors. • Expectations of migration are not always met in reality. • European case study: Poland to UK 2004-today • North American case study: Mexico to USA • Forced migration happens as a result of life-threatening events, such as conflict or physical disasters • Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status • Refugees are given international protections and support in settling in a different country • Asian/European case study: Syria to countries in Europe • Many people migrate to and from our local area, which impacts our community. 	<ul style="list-style-type: none"> • History: Vikings were migrants who moved because of push and pull factors (Y5-6 CB Spr2) • History: The Windrush generation are people who arrived from Commonwealth countries 1948-71. Many were victims of racial discrimination (Y5-6 CB Sum2) • Further case studies of migration, exploring push and pull factors in more depth (KS3)
Year 5 age pupils:			
Year 6 age pupils:			

Year 5-6 B: Spring 1



B Year 5-6: Spring 1

On the move



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> Identify country boundaries on a map (Y1-2) Identify similarities and differences between two non-local places (Y1-2) Explain similarities and differences, using geographical knowledge (Y3-4) Interpretation: Express opinions about environmental issues with reasons (Y5-6 Aut Spr) <p>Using maps:</p> <ul style="list-style-type: none"> Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps 		
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> Interconnections: There are similarities and differences between HICs, MICs and LICs (Y3-4) Location & place: Europe (Y3-4) and North America (Y5-6 CB Aut) 	<ul style="list-style-type: none"> Location & place: Migration from Syria to countries in Europe; and Northern Triangle to USA Interconnections: Migration is usually the result of a related set of push and pull factors 	<ul style="list-style-type: none"> Location & place: Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa (KS3)

Year 5-6 B: Spring 1



B Year 5-6: Summer

I am a geographer



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> • Review knowledge as appropriate and relevant to your local area, e.g. <ul style="list-style-type: none"> • Land use • Rivers and their courses • Migration • Human and physical features 		<ul style="list-style-type: none"> • Further fieldwork studies (KS3)
	Year 5 age pupils:			
	Year 6 age pupils:			

Year 5-6 B: Summer 2



B Year 5-6: Summer

I am a geographer



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> Recognise simple hazards and plan steps we can take to reduce them (Y1-2) Draw a basic fieldsketch of what can be seen (Y1-2) Draw an object to scale (Y3-4) Use and interpret 8 compass points (Y3-4) Locate places and features using 4-figure grid references (Y3-4) Give and interpret standard OS symbols (Y3-4) <p>Science knowledge of setting up an investigation, including planning, measuring and observing, recording and presenting and analysing and evaluating.</p> <p>Using maps:</p> <ul style="list-style-type: none"> Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps 	<ul style="list-style-type: none"> Create questionnaires and surveys Locate places and features using 6-figure grid references Produce a detailed risk assessment 	<p>KS3:</p> <ul style="list-style-type: none"> Plan and undertake complete investigations undertaken in contrasting locations Carry out fieldwork independently from the teacher Calculate distances on a map using a range of scales Recognise and select the most appropriate projection Draw accurate maps using a range of scales Use Geographical Information Systems (GIS) to view, analyse and interpret places and data Interpret contours as a representation of height
	<p>Year 5 age pupils:</p>	<ul style="list-style-type: none"> Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) 	<ul style="list-style-type: none"> Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6 CA Aut)
	<p>Year 6 age pupils:</p> <ul style="list-style-type: none"> Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) (Y5-6 CA Aut) Locate places on a world map using longitude and latitude (Y5-6 CA Aut) 	<ul style="list-style-type: none"> Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units 	
Vertical concepts			

Year 5-6 B: Summer 2

