

Year Group	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
FS1	<p>Autumn</p> <p><u>Cycle 1</u></p> <p><i>Marvelous me</i> <i>Polar express</i></p> <p><u>Cycle 2</u></p> <p><i>Look at me</i> <i>Bears</i></p>	Substantive Knowledge	N/A	<ul style="list-style-type: none"> • My home and our school and our community. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Discuss the features of their immediate environment • Discuss how the environments are different hen looking at photographs and books. • Looking at maps and globes. • Begin to understand the need to respect and care for the natural environment and all living things. • Habitats around the world • Discuss habitats around the world. • Where do different bears live? 	<ul style="list-style-type: none"> • Where we live (FS2 Aut) • Naming of our school and local area (Y1 Aut) • Plan view (Y1 Aut) • Mapping our local area (Y2 Aut)

		Disciplinary Knowledge		<ul style="list-style-type: none"> • <u>Using map types:</u> • <i>Simple map (Google maps) in a plan view</i> • Talk about their homes and where they live. • Discuss where they live e.g. the number of their house, the street where they live something near their house. • Begin to understand the need to respect and care for the natural environment and all living things. • Discuss the arctic environment 	
		<u>Vertical Concept</u>		Geographical scale: Our community is at the local scale	
	Spring	N/A			

	<p>Summer</p> <p>Cycle 1 <i>All creatures Great and small 1</i></p> <p>Cycle 2 <i>All creatures Great and small 2</i></p>	<p>Substantive Knowledge</p>		<ul style="list-style-type: none"> • Find out about Africa grasslands. • Locate Africa on a map or globe. • Look at photographs of Africa villages and describe what they notice. • Looking at the features of the Africa jungle. 	<ul style="list-style-type: none"> • Comparison of areas in UK with areas in contrasting non-European country (Kenya) (Y1 Sum) • Locating hot and cold deserts across the world (Y2 Spr) •
		<p>Disciplinary Knowledge</p>		<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Discuss the artic environment • Compare photographs of Africa villages. • 	
		<p>Vertical Concept</p>		<p>Location & place: locating Africa on a map, Interconnection: habitat, Artic environment</p>	<ul style="list-style-type: none"> •
	<p>Autumn</p>	<p>N/A</p>			

FS2	Spring	Substantive Knowledge	Name our school and local area.	<ul style="list-style-type: none"> • Locate our local area. • Understand that a map is a drawing from above. • Draw imaginary maps • Draw information from a simple map. • Find our school on a map. • Find features of maps. • Walk around locality • Find features of their environment on a simple map or oblique aerial photographs. 	<ul style="list-style-type: none"> • Mapping our local area (Y2 Aut) • Countries of the UK (Y1 Spr) • Settlements can be hamlets, villages, towns or cities (Y3 Spr)
	Where we Live	Disciplinary Knowledge		<ul style="list-style-type: none"> • Identify where they live on a map. • Draw information from a simple map. • 	<ul style="list-style-type: none"> • Draw a route on a map to simple scale (using 1 square: 1 pace) (Y2) • Interpret and give locations using 4 compass points (Y2) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • <i>Satellite image (Google Earth) in plan view (Y2)</i>

					<ul style="list-style-type: none"> • <i>Photographs of places in a plan view (Y2)</i> •
		Vertical Concept		<p>Geographical scale: Our community is at the local scale.</p> <p>Geographical scale: Some physical features – like beach, forest, river, sea, mountain.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Geographical scale: Our country is at the national scale (Y1) • Geographical scale: Continents are at the national scale (Y1) •
	Summer	Substantive Knowledge		<ul style="list-style-type: none"> • Find out about a different part of the world and discuss how it is similar or different to their own. • Use geographical vocabulary words such as <i>forest, beach, mountain</i> when looking at physical features of different landscapes. • Explore the natural world around them. 	
	Science Detectives				
		Disciplinary Knowledge		<ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one which they live. • 	

		Vertical Concept		<p>Geographical scale: Some physical features – like beach, forest, river, sea, mountain.</p> <p>Location & place: locating hot and cold deserts</p> <ul style="list-style-type: none"> • 	
Year 1	Autumn Here I Am	Substantive Knowledge	<ul style="list-style-type: none"> • Name of our school and local area 	<ul style="list-style-type: none"> • We live on the Earth. • 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] 	<ul style="list-style-type: none"> • Mapping our local area (Y2 Aut) • Countries of the UK (Y1 Spr) • Settlements can be hamlets, villages, towns or cities (Y3 Spr) • <i>Using map types:</i> • <i>Satellite image (Google Earth) in plan view (Y2)</i> • <i>Photographs of places in a plan view (Y2)</i>
		Disciplinary Knowledge	<ul style="list-style-type: none"> • A map is a drawing of a place from above • Draw around objects to make a plan view of them (EYFS) • Look at and identify objects from a plan view • Observe using senses (EYFS) 	<ul style="list-style-type: none"> • A plan view is the view of an object or place from above • Look down on objects to draw a plan view of them • Draw a route on a map and label features in correct order • Interpret and give locations and directions using left and right • Recognize simple hazards and steps we can take to avoid them 	<ul style="list-style-type: none"> • Draw a route on a map to simple scale (using 1 square : 1 pace) (Y2) • Interpret and give locations using 4 compass points (Y2) • <i>Using map types:</i> • <i>Satellite image (Google Earth) in plan view (Y2)</i> • <i>Photographs of places in a plan view (Y2)</i> •

			<ul style="list-style-type: none"> Interpret and give locations and directions using prepositional language (not left and right) Identify familiar features <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Photographs of objects in elevation view (EYFS)</i> <i>Photographs of objects in a plan view (EYFS)</i> <i>Picture map (EYFS)</i> <i>Photographs of places in an oblique view (EYFS)</i> 	<ul style="list-style-type: none"> Draw a basic field sketch of one area Observe and name features in the environment <ul style="list-style-type: none"> <u>Using map types:</u> <u>Simple map (Google maps) in a plan view</u> 	
		Vertical Concept	<p>Geographical scale: Our community is at the local scale</p>	<p>Community and family My local community was different for families at different times in history</p>	<ul style="list-style-type: none"> Geographical scale: Our country is at the national scale (Y1) Geographical scale: Continents are at the national scale (Y1) Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Y3)
	Spring	Substantive Knowledge	<ul style="list-style-type: none"> We live on the Earth (Y1 Aut) 	<ul style="list-style-type: none"> My home, our school and our community is at the local 	<ul style="list-style-type: none"> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)

	Where We Are		<ul style="list-style-type: none"> • My home, our school and our community is at the local scale (Y1 Aut) • Human settlements can be a city, town or village, depending on their size (Y1 Aut) • Human features are man-made, physical features are those that would be there without humans (Y1 Aut) • Human features in my local area include: [dependent on school] (Y1 Aut) • Physical features in my local area include: [dependent on school] (Y1 Aut) 	<p>scale, UK and countries are at the national scale</p> <ul style="list-style-type: none"> • The UK is made of four countries: England, Scotland, Wales and Northern Ireland • Rural means countryside, urban means towns and cities • 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"> • UK, Great Britain, British Isles (Y3 Aut) • The UK is spit into regions and counties (Y3 Aut) • Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum) • There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) (Y3 Aut) • The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut)
	Disciplinary Knowledge			<ul style="list-style-type: none"> • Identify land and water on a map • Identify country boundaries on a map 	<ul style="list-style-type: none"> • Identify county boundaries on a map (Y3)
	Vertical Concept	Geographical scale: Our community is at the local scale (Y1)	Geographical scale: Our country is at the national scale	Geographical scale: Our country is at the national scale	Geographical scale: Continents are at the national scale (Y1)

				<ul style="list-style-type: none"> • Location & place: Countries and capital cities of the UK; some human and physical features of the UK • Interconnections: Humans are affected by physical features everyday (e.g. weather) 	<ul style="list-style-type: none"> • Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one (Y3) • Location & place: Rivers of the UK; seas surrounding the UK (Y2) • Interconnections: Human features are often shaped by physical features (Y2)
	<p>Summer</p> <p>There You Are</p>	<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> • We live on the Earth (Y1 Aut) • Human features are man-made, physical features are those that would be there without humans (Y1 Aut) • My home, our school and our community is at the local scale, UK and countries are at the national scale (Y1 Spr) • Rural means countryside; urban means towns and cities (Y1 Spr) • Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr) 	<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 • 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 • There are poorer and wealthier areas in every city • Human and physical features of Nairobi and local city in UK • Human and physical features of Naro Maru and local rural area in UK 	<ul style="list-style-type: none"> • There are five oceans (Y2) • Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Y4) • Lines of longitude run north to south. The main one is called the Prime Meridian (Y4) • Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Y4) • The Equator splits the Earth into the Northern and Southern Hemispheres (Y4) • The Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Y4)

			<ul style="list-style-type: none"> Features in urban areas include office, shop, house, factory (Y1 Spr) 		
	Disciplinary Knowledge	<ul style="list-style-type: none"> Identify similarities between my local area and another place (EYFS) Identify country boundaries on a map (Y1 Spr) Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Simple map (Google maps)</i> <i>Photographs of places in an oblique view</i> 	<ul style="list-style-type: none"> Use an atlas to find the right map A globe is a round map of the Earth Use and interpret 2 compass points (N and S) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Infant atlas</i> <i>Globe</i> 	<ul style="list-style-type: none"> Use and interpret 4 compass points (Y2) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Junior atlas (Y3)</i> 	
	Vertical Concept	<ul style="list-style-type: none"> Geographical scale: Our community is at the local scale; our country is at the national scale (Y1) 	<ul style="list-style-type: none"> Location & place: Seven continents; Equator, North Pole and South Pole Location & place: Comparison of areas in UK with areas in contrasting non-European country (Kenya) 	<ul style="list-style-type: none"> Location & place: Five oceans (Y2) Geographical scale: Recognize maps at the local, national and global scale, and select the most appropriate one (Y3) 	

				<ul style="list-style-type: none">• Geographical scale: Continents are at the global scale• Geographical scale: When making comparisons, the two places need to be at the same scale	
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Year Group	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Year 2	Autumn Mini Mappers	Substantive Knowledge	<ul style="list-style-type: none"> 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 Aut) Human features are man-made, physical features are those that would be there without humans (Y1 Aut) Rural means countryside; urban means towns and cities (Y1 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 Sum) 	<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. 	<ul style="list-style-type: none"> The weather is short-term. Climate is long-term summary of the weather conditions (Y2) Precipitation is the fall of water as rain, sleet, snow or hail (Y2)

		<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Mathematics: Use words to describe volume, lengths/heights (Y1) • Science: Record numerical and/or descriptive observations in a table (Y1 Aut) • Science: Scientists look for patterns in the world around them (Y1 Aut) • Science: Make simple statements about the result of an investigation (Y1 Spr) • Science: It is important that we keep as much as we can the same, apart from the one thing we measure and the one thing we change (Y1 Spr) • Give and interpret their own or basic symbols and key (EYFS) • Know that drawings are not the same size of features in real life (EYFS) • Look down on objects to draw a plan view of them (Y1 Aut) 	<ul style="list-style-type: none"> • Identify patterns (in the weather) • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2) • Draw a sketch map of a route with some approximate scale and features in correct order • Use and interpret 4 compass points 	<ul style="list-style-type: none"> • Draw an object to scale (Y4) • Use an interpret 8 compass points (Y3) • <u>Using map types:</u> • <i>Photographs of places a plan view</i> •
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			<ul style="list-style-type: none"> • Draw a route on a map and label features in the correct order (Y1 Aut) • Recognise simple hazards and steps we can take to avoid them (Y1 Aut) • Use and interpret 2 compass points (NS) (Y1 Sum) <p><i>Using maps:</i></p> <ul style="list-style-type: none"> • <i>Simple maps (Google maps) in a plan view</i> • <i>Photographs of places in oblique view</i> 		
		Vertical Concept	<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) 		<ul style="list-style-type: none"> • Geographical scale: Recognize maps at the local, national and global scale, and select the most appropriate one (Y3)
	Spring Hot and cold deserts	Substantive Knowledge	<ul style="list-style-type: none"> • Science: The weather can change rapidly (e.g. sunny morning and rainy afternoon) within and across days (Y1 Aut) • Human features are man-made, physical features are those that would be there without humans (Y1 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 	<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) • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Y5) • Science: Adaptations of animals and plants in hot and cold deserts:

		<ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on (Y1 Sum) • There are countries within each continent except Antarctica (Y1 Sum) • The equator is an imaginary line across the earth (Y1 Sum) • The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Sum) 	<ul style="list-style-type: none"> • 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) 	Arctic fox, shrubs, camels and cacti (Y2 Sum)
	Disciplinary Knowledge	<ul style="list-style-type: none"> • Identify similarities and differences between my local area and one other place (Y1 Sum) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • <i>Simple map (Google maps)</i> • <i>Photographs of areas in an oblique view</i> • <i>Globe</i> 	<ul style="list-style-type: none"> • Identify similarities and differences between two non-local places <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • <i>Satellite image (Google Earth) in a plan view</i> 	<ul style="list-style-type: none"> • Explain similarities and differences, using geographical knowledge (Y3)

		Vertical Concept	<ul style="list-style-type: none"> • Location & place: Seven continents; Equator, North Pole, South Pole (Y1) • Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1) 	<ul style="list-style-type: none"> • Location & place: Locating hot and cold deserts across the world • Geographical scale: Some physical features – like rivers or deserts – span local, national and even global scales • Interconnections: Human features are often shaped by physical features 	<ul style="list-style-type: none"> • Location & place: Locating climate zones and biomes (Y5) • Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and global scale (Y3) • Interconnections: Physical features are affected by human activities (Y4)
	Summer River, Seas and Oceans	Substantive Knowledge	<ul style="list-style-type: none"> • Human features are man-made, physical features are those that would be there without humans (Y1 Aut) • The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1 Spr) • Rural means countryside; urban means towns and cities (Y1 Spr) • Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr) • Features in urban areas include office, 	<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 • 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 • Land use is how land is used by humans. • Land use is often different around rivers and coastal areas 	<ul style="list-style-type: none"> • The three longest rivers in the UK are the Severn, Thames and Trent (Y3) • A river has three courses: upper, middle and lower (Y5) • The three river processes are: erosion, transportation and deposition; these help form waterfalls, meanders and floodplains (Y5) • Comparing human and physical features around the rivers Sever, Mississippi and Danube (Y5) • The water cycle (Science Y4; Y5)

			<p>shop, house, factory (Y1 Spr)</p> <ul style="list-style-type: none"> Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1 Spr) Features in coastal areas include beach, cliff, harbour, and port (Y1 Spr) History: The Thames river flows through London (and people used water to put out the Great Fire) (Y2 Spr) 		
		<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> A map is a drawing of a place from above (EYFS) A plan view is the view of an object from above (Y1 Aut) Use and interpret 4 compass points (Y2 Aut) Identify familiar features (EYFs) Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Simple maps (Google maps) in plan view</i> 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Photographs of places in a plan view</i> 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>OS maps (Y3)</i> <i>Physical vs political maps (Y3)</i>

			<ul style="list-style-type: none"> • <i>Photographs of places in oblique view</i> • <i>Globe</i> • <i>Satellite image (Google Earth) in plan view</i> 		
	Vertical Concept	<ul style="list-style-type: none"> • Location & place: Countries and capital cities of the UK; some human and physical features (Y1) • Location & place: Seven continents (Y1) • Interconnections: Human features are often shaped by physical features (Y2) 	<ul style="list-style-type: none"> • Location & place: Seas surroundsd • Location & place: Five oceans 	<ul style="list-style-type: none"> • Location & place: Rivers of the UK (Y3) 	

Year Group	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Year 3	Autumn UK	Substantive Knowledge	<ul style="list-style-type: none"> Human settlements can be a city, town or village, depending on their size (Y1 Aut) Human features are man-made, physical features would be there without humans (Y1 Aut) The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1 Spr) Rural means countryside; urban means towns and cities (Y1 Spr) Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr) Features in urban areas include office, shop, house, factory (Y1 Spr) 	<ul style="list-style-type: none"> The UK is made of four countries: England, Scotland, Wales and N Ireland; 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 	<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)

			<ul style="list-style-type: none"> • Features in coastal areas include beach, cliff, harbour, and port (Y1 Spr) • Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans (Y2 Sum) • Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum) • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum) • Land use is how land is used by humans (Y2 Sum) 	<ul style="list-style-type: none"> • 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) 	
			<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use and interpret 4 compass points (Y2 Aut) • Identify land and water on a map (Y1 Spr) • Identify country boundaries on a map (Y1 Spr) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> • <i>Simple maps (Google maps)</i> 	<ul style="list-style-type: none"> • Use and interpret 8 compass points • Identify county boundaries on a map • Give and interpret standard OS symbols • 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"> • <i>OS maps</i> • <i>Physical maps</i>

			<ul style="list-style-type: none"> • <i>Satellite images (Google Earth)</i> • <i>Photographs of areas in oblique view</i> • <i>Photographs of areas in plan view</i> 		
	Vertical Concept		<ul style="list-style-type: none"> • Location & place: Countries and capital cities of the UK, and some human and physical features (Y1); seas surrounding the UK (Y2) 	<ul style="list-style-type: none"> • Location & place: Rivers of the UK; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK 	<ul style="list-style-type: none"> • Location & place: In depth study of the River Severn (Y5)
Spring	Substantive Knowledge		<ul style="list-style-type: none"> • Science: Substances can exist as solids, liquids and gases (Y2 Sum) • There are five oceans in the world. These are larger than seas (Y2 Sum) • Science: The Earth's crust is its the outermost layer of our planet. It is made of rocks and minerals (Y3 Aut) • Science: Igneous rock is formed when magma cools down (Y3 Aut) • Science: Sedimentary rock is formed when layers of small sediments are 	<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 • Fold mountains can be formed when two continental plates move towards each other and collide 	<ul style="list-style-type: none"> • Tectonic activity causes earthquakes (Y4 Sum) • History: St Vincent is an island in the Caribbean, and was home to the Garifuna people (Y5 Sum)
Mountains and Volcanoes					

		<p>compressed over a long period of time (Y3 Aut)</p> <ul style="list-style-type: none"> • Science: Metamorphic rock is formed when igneous or sedimentary rock is put under lots of pressure (Y3 Aut) • Agriculture is the farming of plants (arable) and animals (pastoral) to eat • Science: Plants need air (oxygen and carbon dioxide), water, light, <u>nutrients</u> from the soil, space, and a suitable temperature to grow (Y3) 	<ul style="list-style-type: none"> • The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges. • 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 be tourist attractions; 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. 	
	Disciplinary Knowledge	<ul style="list-style-type: none"> • A plan view is the view of an object from above (Y1) • Identify similarities and differences between two non-local places (Y1 Sum) 	<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)

			<ul style="list-style-type: none"> Political maps show human boundaries and features; physical maps show physical boundaries and features Science: Make a prediction based on substantive knowledge (Y2 Aut) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> <i>Globe</i> <i>Satellite images (Google Earth)</i> <i>Photographs of places in oblique view</i> <i>Photographs of places in plan view</i> 		
		Vertical Concept	<ul style="list-style-type: none"> Location & place: Seven continents and five oceans; Equator, North Pole, South Pole (Y1) Geographical scale: Some physical features can span local, national and even global scales (Y2) 	<ul style="list-style-type: none"> Location & place: Locating volcanoes across the world; location and effects of eruption at La Soufrière (Saint Vincent) and Etna (Italy) Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and even global scale 	<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 (Y4)
	Summer Looking at Europe	Substantive Knowledge	<ul style="list-style-type: none"> Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1 Spr) Features in coastal areas include beach, 	<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. 	<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)

			<p>cliff, harbour, and port (Y1 Spr)</p> <ul style="list-style-type: none"> The weather is short-term. Climate is long-term summary of the weather conditions (Y2 Spr) Land use is how land is used by humans, and could include homes, shops, roads and open spaces (Y2 Sum) Physical features of the North West (or other region) include mountains, hills, forests, cliff, beach, river and valley (Y3) Human features of the North West (or other region) include national parks, hamlets, villages, town and cities, factories and offices (Y3) The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges (Y3 Spr) 	<p>The Lake District is a National Park in England</p> <ul style="list-style-type: none"> 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 We can categories effects into social, economic and environmental 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 t rely on tourism, and there are ways that it can be managed responsibly 	<ul style="list-style-type: none"> Categorising effects of earthquakes into social, economic and environmental (Y4)
	Disciplinary Knowledge	<ul style="list-style-type: none"> Science: Use a Carroll diagram to classify 	<ul style="list-style-type: none"> Say whether a map is at the local, national or global scale 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Thematic maps</i> 	

			<p>items based on their properties (Y1 Spr)</p> <ul style="list-style-type: none"> Identify country boundaries on a map (Y1 Spr) Interpretation: Use an atlas to find the right map (Y1 Sum) Identify similarities and differences between two non-local places (Y2 Spr) Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3 Aut) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Satellite images (Google Earth)</i> <i>Photographs of places in oblique and plan view</i> <i>OS maps</i> 	<ul style="list-style-type: none"> Spatially match locations on maps of different scales Identify a range of political and physical boundaries <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Junior atlas</i> 	
	Vertical Concept		<ul style="list-style-type: none"> Location & place: Human and physical features in the UK (Y1, Y3) Interconnections: Human features are often shaped by physical features (Y2) Geographical scale: Our community is at the local scale, our 	<ul style="list-style-type: none"> Location & place: Locating countries (including Russia) in Europe; Human and physical features of the Amalfi Coast and the Alps Interconnections: There are similarities and differences between places, even if they have similar physical and/or human features 	<ul style="list-style-type: none"> Location & place: Human and physical features around the Danube River (Y5) Interconnections: There are similarities and differences between HICs, MICs and LICs (Y4)

			country is at the national scale, continents are at the global scale (Y1)	<ul style="list-style-type: none">• Geographical scale: Recognise maps at the local, national and global level and select the most appropriate one	
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Year Group	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Year 4	Autumn Brazil	Substantive Knowledge	<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 Sum) There are seven continents in the world, six of which people live on (Y1 Sum) There are five oceans in the world (Y2 Sum) The equator is an imaginary line across the earth (Y1 Sum) The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Sum) 	<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 	<ul style="list-style-type: none"> Lines of longitude are important for considering time zones (Y5) Lines of latitude are important for considering climate zones (Y5) Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Y4) 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)

			<ul style="list-style-type: none"> • There are poorer and wealthier areas in every county and city (Y1 Sum) • History: Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3 Aut) • Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3) 	<ul style="list-style-type: none"> • 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 	
		<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Mathematics: Identify horizontal/vertical lines and pairs of perpendicular /parallel lines (Y3) • Use and interpret 8 compass points (Y3 Aut) • Identify country boundaries on a map (Y1 Spr) • Political maps show human boundaries and features; physical maps show 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> • <i>Junior atlas</i> 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> • <i>Thematic maps</i> •

			<p>physical boundaries and features (Y3 Aut)</p> <ul style="list-style-type: none"> Identify a range of political and physical boundaries (Y3 Sum) <p><u>Using map types:</u></p> <ul style="list-style-type: none"> <i>Simple maps (Google maps); Satellite images (Google Earth); infant atlas</i> <i>Photographs of places in plan/oblique view</i> 		
		Vertical Concept	<ul style="list-style-type: none"> Location & place: Seven continents, five oceans; Equator, North Pole and South Pole (Y1) 	<ul style="list-style-type: none"> Location & place: Locating countries in South America Location & place: Physical and human features of Brazil Location & place: Lines of longitude and latitude 	<ul style="list-style-type: none"> Location & place: Climate, time zones and biomes across the world (Y5)
	Spring Rainforest	Substantive Knowledge	<ul style="list-style-type: none"> Science: Trees are a type of plant that have a tall stem made of wood (Y1 Aut) Science: Habitats are the places that living things live. Animals and plants depend on 	<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 	<ul style="list-style-type: none"> Tropical rainforests are one type of biome; there are several others in the world (Y5) Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs (Y5) Science: Adaptations can be behavioural, physiological or structural (Y6) Science: Adaptations that provide an organism with an

			<p>each other in their habitats (Y2)</p> <ul style="list-style-type: none"> • Science: Living things have adapted to their environment. This means they may not be able to survive in other habitats (Y2 Spr) • The weather is short-term. Climate is long-term summary of the weather conditions. Precipitation is the fall of water (Y2 Spr) • Science: Requirements for life vary from plant to plant and they are adapted to their environment (Y3 Spr) • Science: Roots absorb nutrients from the soil and help anchor the plant (Y3 Spr) • Lines of latitude run east to west (Equator, Tropics of Cancer and Capricorn, Arctic 	<p>(Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American)</p> <ul style="list-style-type: none"> • 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 and logging 	<p>advantage are more likely survive and reproduce. This is how species evolve (Y6)</p> <ul style="list-style-type: none"> • Deforestation has serious effects: it increases the likelihood of flooding and contributes to global warming (Y5)
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		<p>and Antarctic Circle) (Y4 Aut)</p> <ul style="list-style-type: none"> • The Amazon rainforest is located in Brazil • Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3) 		
	Disciplinary Knowledge	<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 (Y2 Aut) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> • <i>Simple maps (Google maps)</i> • <i>Satellite images (Google Earth)</i> • <i>Photographs of places in oblique and plan views</i> • <i>Globe</i> 	<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) • Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6) • Express opinions about environmental issues with reasons (Y5)
	Vertical Concept	<ul style="list-style-type: none"> • Geographical scale: The effects of physical features can be felt at the local, national and global scale (Y3) 	<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 • Interconnections: Many places at the local, national and even

			<ul style="list-style-type: none"> • Interconnections: Human features are often shaped by physical features (Y2) 		<p>global scale rely on trading with other places across world (Y5)</p>
<p>Summer Earthquakes and settlement</p>	<p>Substantive Knowledge</p>		<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 Spr) • The upper part of the mantle and the crust combine to make the lithosphere (Y3 Spr) • The lithosphere is split into pieces called tectonic plates. Because the mantle is semi-liquid, these big plates move around each other (Y3 Spr) • Tectonic plates can be oceanic or continental (Y3 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 epicenter 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 	<ul style="list-style-type: none"> • Forced migration occurs when people can no longer live safely in their home (Y6) • Natural disasters in KS3

			<ul style="list-style-type: none"> • Tectonic plates meet at a plate boundary (Y3 Spr) • We can categorise effects into social, economic and environmental (Y3 Sum) 	<ul style="list-style-type: none"> • 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 	
	Disciplinary Knowledge	<ul style="list-style-type: none"> • (Mathematics: Numbers written as decimals correct to one decimal place Y4-5 – optional, Richter scale) • Mathematics: Coordinates in the first quadrant (Y4) • Identify similarities and differences between two non-local places (Y2 Spr) 	<ul style="list-style-type: none"> • Locate places and features using letter and number coordinates on a map 	<ul style="list-style-type: none"> • Interpret and locate places and features using 4-figure grid reference (Y5) 	

			<ul style="list-style-type: none"> Explain similarities and differences, using geographical knowledge (Y3 Spr) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> <i>Simple maps (Google maps)</i> <i>Photographs of places in oblique and plan views</i> <i>Globe</i> 		
	Vertical Concept	<ul style="list-style-type: none"> Geographical scale: The effects of physical features can be felt at the local, national and global scale (Y3) Interconnections: Human features are often shaped by physical features (Y2) 	<ul style="list-style-type: none"> Location & place: Location and effects of earthquakes in Haiti/Japan Geographical scale: While physical effects are felt most at the local or national scale, the response can be at the global scale Interconnections: Humans adapt to living in earthquake-prone areas Interconnections: There are similarities and differences between LICs, MICs and HICs 	<ul style="list-style-type: none"> Location & place: Locating countries in North America (Y5) Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Y6) 	

Year Group	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Year 5	Autumn World Trade	Substantive Knowledge	<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 Sum) • The weather is short-term. Climate is long-term summary of the weather conditions (Y2 Spr) • Science: A fossil is physical evidence of an ancient plant or animal (Y3 Aut) • Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3 Aut) • Countries in the world can be classified as low, medium or high-income countries (LIC, MIC, HIC) (Y4 Sum) 	<ul style="list-style-type: none"> • Natural resources are substances that occur naturally in the environment, like wood, food, water and fossil fuels. • Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items • 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, 	<ul style="list-style-type: none"> • Burning fossil fuels is contributing to global warming and climate change (Y5 Sum) • Distribution of the world's water (Y5 Spr) • Science: fossil fuels are a non-renewable energy store (Y6 Aut)

				<p>Eastern Region and Caribbean</p> <ul style="list-style-type: none"> • 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 	
	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • 	<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 Spr) • Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut) • Give and interpret standard OS symbols (Y3 Aut) 	<ul style="list-style-type: none"> • Locate places using 4-figure grid references • Express opinions about environmental issues with reasons 	<ul style="list-style-type: none"> • Locate places using 6-figure grid references (Y6) • Locate places using longitude and latitude coordinates (Y6) • 	

			<ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map (Y4 Sum) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> <i>Simple maps (Google maps); Satellite images (Google Earth); OS maps</i> 		
		Vertical Concept	<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) Interconnections: Human features are shaped by physical features (Y2) 	<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); migration from Northern Triangle to USA (Y6) Geographical scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Y6)
	Spring Investigating water	Substantive Knowledge	<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. Rivers travel from highland areas (the source) to lowland areas (the mouth) (Y2 Sum) Land use is how land is used by humans, and could include homes, 	<ul style="list-style-type: none"> The amount of water on Earth is constant 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 where water collects in lakes or rivers and is taken back to sea 	<ul style="list-style-type: none"> Carrying out fieldwork around a river (Y6) Formation of other river features (KS3)

			<p>shops, roads and open spaces (Y2 Sum)</p> <ul style="list-style-type: none">• The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut)• Russia is split across Asia and Europe (Y3 Sum)• Tourism is the business of supporting and encouraging people to visit a place for fun (Y3 Sum)• 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 (Y4 Spr)• Science: When a solute dissolves in a solvent, a solution is formed. A solution is a mixture (Y5 Aut)	<ul style="list-style-type: none">• Saltwater is a solution of salt dissolved in water. Freshwater has little or no salt dissolved in it. The majority of Earth's water is saltwater. Of the remaining freshwater, almost 70% is frozen in ice caps or glaciers near the North and South Poles• The distribution of freshwater is uneven across Earth, and some continents receive more precipitation than others• Mississippi River is the second longest river in USA, North America; Danube River is the second longest in Europe and flows through central and southeastern European countries; Severn River is the longest river in the UK• A river has three courses: upper, middle and lower• Three river processes: erosion, transportation, deposition• Waterfalls form in the upper course, when the water erodes soft rock• Meanders form in the middle course, by erosion and deposition• Floodplains form in the lower course, by deposition	
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				<ul style="list-style-type: none"> Land use includes agriculture (including fishing), recreational (including tourism), residential, industry, defence and transport There are similar and different land uses along different stretches of the rivers Mississippi, Danube and Severn (including poor/wealthy, rural/urban areas) 	
	Disciplinary Knowledge	<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 Spr) <p><i>Using maps:</i></p> <ul style="list-style-type: none"> <i>Satellite images (Google Earth)</i> <i>Photographs of places in oblique /plan views</i> <i>OS maps</i> <i>Junior atlas</i> 	<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 (Y6) 	

		Vertical Concept	<ul style="list-style-type: none"> • Location & place: Locating countries in Europe (Y3), North America (Y5) and South America (Y4) • Location & place: Rivers of the UK (Y3) 	<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)
	Summer Climate across the world	Substantive Knowledge	<ul style="list-style-type: none"> • Science: Daytime happens when we are facing the sun; nighttime happens we are facing away from the sun (Y1) • The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Spr) • Science: Animals and plants have adapted to life in a hot desert: camels and cacti (Y2 Spr) • Science: Animals and plants have adapted to life in a cold desert: Arctic fox and shrubs (Y2 Spr) • The weather is short-term. Climate is long-term summary of the weather conditions (Y2) • Hot deserts have a very hot and dry climate; cold deserts have a very cold and dry climate (Y2 Spr) • Lines of longitude and latitude are imaginary lines that help us locate 	<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 	<ul style="list-style-type: none"> • In addition to global warming, plastic waste and pollution are damaging habitats across the world (Y6 Aut) • Science: Adaptations can be behavioural, physiological or structural (Y6 Aut) • Science: Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y6 Aut) • Science: The Earth's tilt creates seasons, and different day lengths and different times of the year (KS3)

			<p>places on Earth: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Prime Meridian; Northern and Southern and Eastern and Western Hemispheres (Y4 Aut)</p> <ul style="list-style-type: none"> • A symbiotic relationship is a long-term relationship between one or more species. Mutualism is where this both species in the relationship receive benefits (Y4 Spr) • Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil (Y5) • 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 (Y4 Spr) 	<p>similar climates, have similar landscapes, animals (fauna) and plants (flora or vegetation belt): tundra, tropical rainforests, coral reefs, temperate forests and hot deserts</p> <ul style="list-style-type: none"> • 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 	
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				<p>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.</p>	
		<p>Disciplinary Knowledge</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) • Use an atlas to find the right map (Y1 Sum) • Explain similarities and differences, using geographical knowledge (Y3 Spr) • Express opinions about environmental issues with reasons (Y5) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> • <i>Satellite images (Google Earth); range of photographs</i> • <i>Junior atlas</i> • <i>Globe</i> 	<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><u>Using maps:</u></p> <ul style="list-style-type: none"> • <i>Thematic maps (showing climate zones and population density)</i> 	<ul style="list-style-type: none"> • Using a wider range of thematic maps (KS3) • Recognise other map projections (KS3)

		Vertical Concept	<ul style="list-style-type: none">• Location & place: 7 continents, 5 oceans• Location & place: Longitude/latitude	<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)
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Year Group	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Year 6	Autumn Improving the environment	Substantive Knowledge	<ul style="list-style-type: none"> • There are five oceans in the world. These are different to seas (Y1 Spr) • Science: Fossil fuels, batteries and the Sun are all examples of chemical energy stores (Y5 Aut) • Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil (Y5 Aut) • 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 Sum) • 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 	<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 (Y6) • The Earth's changing climate from the Ice Age to now (KS3)

			<p>have major impacts (Y5 Sum)</p> <ul style="list-style-type: none"> • 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 (Y6 Aut) • 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 • Science: Power stations can use both renewable and non-renewable sources of energy 		
		<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Mathematics: Coordinates in the first quadrant (Y4) • Location: Locate places and features using 4-figure grid references (Y5 Aut) • Express opinions about environmental issues with reasons (Y5 Aut) <p><i>Using maps:</i></p>	<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)

			<ul style="list-style-type: none"> • <i>Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps</i> 		
		Vertical Concept	<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 (Y4) 	<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)
	Spring On the move	Substantive Knowledge	<ul style="list-style-type: none"> • There are poorer and wealthier areas in every county and city (Y1 Sum) • We can categorise effects into social, economic and environmental (Y3 Sum) • Rio de Janeiro is one of the largest cities in the Brazilian highlands (Y4 Aut) • Some of Rio de Janeiro's population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists (Y4 Aut) • Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents (Y4 Sum) 	<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 • Case study: El Salvador, Guatemala, Honduras (Northern Triangle) to USA • Push factors encouraging people to emigrate from the Northern Triangle include violent crime and poverty • Pull factors encouraging people to migrate to USA include lower rates of violent crime, prospect of higher-paid jobs 	<ul style="list-style-type: none"> • Further case studies of migration, exploring push and pull factors in more depth (KS3)

			<ul style="list-style-type: none"> • North America is made up of 23 countries, across Northern America, Central America and the Caribbean (Y5 Aut) • North America is surrounded by the Arctic, Atlantic and Pacific Ocean (Y5 Aut) 	<p>and family reunification. ‘The American Dream’ does not come true for a lot of immigrants</p> <ul style="list-style-type: none"> • Forced migration occurs when people can no longer live safely in their country. When people are forced to leave their country, they seek asylum in another country • Case study: Syria to countries in Europe • Asylum seekers make up a very small proportion of immigrants to the UK • The UK has benefitted from immigration in many ways (economic, social and cultural) 	
			<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Identify country boundaries on a map (Y1 Spr) • Identify similarities and differences between two non-local places (Y2 Spr) • Explain similarities and differences, using geographical knowledge (Y3 Spr) • Interpretation: Express opinions about environmental issues with reasons (Y5 Aut) <p><u>Using maps:</u></p> <ul style="list-style-type: none"> • <i>Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in</i> 	

			<i>plan and oblique view; OS maps; thematic maps</i>		
	Vertical Concept		<ul style="list-style-type: none"> • Interconnections: There are similarities and differences between HICs, MICs and LICs (Y4) • Location & place: Europe (Y3) and North America (Y2) 	<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)
Summer	Substantive Knowledge	<ul style="list-style-type: none"> • Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut) • Draw a basic fieldsketch of what can be seen (Y1 Aut) • Draw an object to scale (Y4 Sum) • Use and interpret 8 compass points (Y3 Aut) • Locate places and features using 4-figure grid references (Y4 Sum) • Locate places on a world map using longitude and latitude (Y5 Aut) • Give and interpret standard OS symbols (Y3 Aut) <p>Science:</p> <ul style="list-style-type: none"> • A&P: There are four main stages of enquiry: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating (Y2 Spr) 	<ul style="list-style-type: none"> • Draw a basic map to scale (1 unit: 1, 2, 4, 5 or 10 units) • 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 	

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| | | | <ul style="list-style-type: none">• A&P: Scientists look for patterns in data to try to identify correlations (Y5 Spr)• A&P: Set a hypothesis to test (Y2 Aut)• A&P: Select most appropriate equipment to measure (the variables) that will give you the best chance of an accurate result (Y3 Spr)• A&P: A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same (Y3 Aut)• A&P: Scientists must work out if the factor is the cause of the outcome in a correlation (Y5 Sum)• A&P: Write an appropriate method (Y3 Aut)• A&P: Draw diagram of the investigation (Y4 Sum)• M&O: Anomalous results should be discarded and rerecorded (Y3 Sum)• M&O: Data is repeatable if the same person repeats the investigation and gets the same results; data is reproducible if the investigation is repeated by a different person and the | | |
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results are the same (Y3 Sum)

- **M&O:** Taking multiple readings allows you to see if your data is repeatable, helps identify outliers and allows a mean to be calculated (Y6 Sum)
- **R&P:** Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr)
- **R&P:** Record numerical or descriptive observations in a table (Y1 Aut)
- **R&P:** Decide which graph is most appropriate for the enquiry (Y6 Aut)
- **A&E:** Draw conclusions (e.g. 'the greater the... , the greater the...') (Y3 Sum)
- **A&E:** Suggest ways to improve practical procedures to obtain more accurate measurements **(Y3 Sum)**
- **A&E:** Ask further questions that could be explored to extend findings (Y2 Spr)

Using maps:

- *Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps*

		Disciplinary Knowledge		<ul style="list-style-type: none"> • Draw a field sketch • Draw a basic map to scale (1 unit: 1, 2, 4, 5 or 10 units) • Locate places on a world map using longitude and latitude • Locate places using 6-figure grid references • Evaluate responses to environmental issues 	
		Vertical Concept		<p>Location and Place: migration from Syria to countries in Europe</p> <p>Geographical Scale: Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate</p> <p>Interconnection: Migration is usually the results of a related set of push and pull factors.</p>	

Year 7	Location and place Knowledge	Geographical skills and fieldwork	How knowledge will be built upon
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- Pupils build locational and place knowledge in KS3 by revisiting Europe, North America, and South America, and expanding this to Asia and Africa
- Pupils will focus on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries, and major cities.
- Pupils will understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

- Use scales more mathematically, measuring and carefully calculating distances

- Make more sophisticated connections between across cause and effect, human and physical and different places
- Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field