



AGES 2-3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p><b>Big Question:</b> What is special about you?</p> <ul style="list-style-type: none"> <li>Name and locate places in Pre-School and outside area - toilets, pegs, carpet area, mud kitchen etc.</li> </ul>	<p><b>Big Question:</b> If you go down to the woods today, would you believe your eyes?</p> <ul style="list-style-type: none"> <li>Observe signs of Autumn and Winter Make collections of Autumn natural materials e.g. leaves, conkers etc.</li> </ul>	<p><b>Big Question:</b> Who are your heroes?</p> <ul style="list-style-type: none"> <li>Name and explore different weathers: rain, sun, snow.</li> </ul>	<p><b>Big Question:</b> Whose home is this?</p> <ul style="list-style-type: none"> <li>Observe signs of spring: daffodils, blossom. animal texts, sea, jungle.</li> </ul>	<p><b>Big Question:</b> Where in the world shall we go?</p> <ul style="list-style-type: none"> <li>Learn that there are different places in the world through fiction texts.</li> </ul>	<p><b>Big Question:</b> What makes the world weird and wonderful?</p> <ul style="list-style-type: none"> <li>Observe signs of summer: butterflies, flowers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on walks.</li> </ul>

AGES 3-4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p><b>Big Question:</b> What is special about you?</p> <ul style="list-style-type: none"> <li>Name and locate areas around Pre-School, the school grounds and recognise features.</li> </ul>	<p><b>Big Question:</b> If you go down to the woods today, would you believe your eyes?</p> <ul style="list-style-type: none"> <li>Observe the weather (then this can be ongoing).</li> </ul>	<p><b>Big Question:</b> Who are your heroes?</p> <ul style="list-style-type: none"> <li>Recognise places where people work.</li> <li>Use observational skills to locate people who help us in school.</li> </ul>	<p><b>Big Question:</b> Whose home is this?</p> <ul style="list-style-type: none"> <li>Know there are different countries in the world and share photographs.</li> <li>Recognise geographical different features in stories.</li> </ul>	<p><b>Big Question:</b> Where in the world shall we go?</p> <ul style="list-style-type: none"> <li>Simple maps: recognise water as blue and land as green on map.</li> <li>Name and locate places on simple floor maps.</li> <li>Holidays: know that there are different places around UK/ different countries.</li> </ul>	<p><b>Big Question:</b> What makes the world weird and wonderful?</p> <ul style="list-style-type: none"> <li>Talk about differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
HISTORY FOCUS	<p><b>Big question:</b> Is it always dark at night time?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>To know about and recognise the signs of Autumn.</li> <li>To know about features of the Earth.</li> </ul>	<p><b>Big question:</b> How will I know my way around?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>To know about and recognise the signs of Winter.</li> <li>To know some important processes and changes in the natural world including states of matter.</li> </ul>	<p><b>Big question:</b> Big question: How many creatures are on Earth?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>To know about and recognise the signs of Spring.</li> <li>To know about features of my own immediate environment and how they might vary from another.</li> <li>To plant seeds.</li> <li>To know the difference between herbivores and carnivores.</li> <li>To make observations and draw pictures of plants.</li> </ul>	HISTORY FOCUS	<p><b>Big question:</b> Why are all towns and cities not like ours?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>To know about and recognise the signs of Summer.</li> <li>To know that some things in the world are man-made and some things are natural.</li> <li>To harvest grown fruit and vegetables.</li> <li>To know some important processes and changes in the natural world including states of matter.</li> </ul>	<p><b>ELG: The World</b></p> <ul style="list-style-type: none"> <li>Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>Make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big question:</b> What do I know about the UK and where I live?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes.</li> <li>Use simple compass directions.</li> <li>Use aerial photos and construct simple maps.</li> <li>Undertake simple fieldwork within the school locality.</li> <li>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know where England, Northern Ireland, Scotland and Wales are on a map of the UK.</li> <li>Know N, E, S and W on a compass.</li> <li>Know their address, including postcode.</li> <li>Know the name of their nearest town or city.</li> <li>Be able to locate their nearest town or city on a map of the United Kingdom.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand that maps and the globe are used to locate key places around the world.</li> <li>Understand why it is essential for all streets to have a name, including postcode.</li> <li>Be able to follow a simple road map and recognise key landmarks, such as a church.</li> <li>Talk about the features of the local environment.</li> <li>Observe and record information about the local area, i.e. types of shops, bus stops etc.</li> <li>Take photographs of locally interesting geographical features.</li> <li>Make a simple map after visiting a specific area, i.e. to include shops, churches, schools, etc.</li> <li>Talk about the main differences between a world map and a globe.</li> </ul>	<p><b>Big question:</b> Why are some places in the world always hot and others always cold?</p> <p><b>N.C. Content</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know where the Equator is on a world map and globe.</li> <li>Know where the North and South Poles are on a world map and globe.</li> <li>Know that some people live in areas of extreme heat or cold.</li> <li>Know that in some polar regions it can be light or dark all day.</li> <li>Know some key physical and human features of very hot or cold places.</li> <li>Know N, E, S and W on a compass.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how the world can be represented in 2D form by a map and in 3D form by a globe.</li> <li>Know that a map is effectively a picture of a place from above.</li> <li>Compare very hot regions with very cold ones, focusing on climate, temperature and people.</li> <li>Appreciate that there are extremes of weather close to the Equator and also at both the North and South Poles.</li> <li>Talk about the main differences between a world map and a globe.</li> </ul>	<p>HISTORY FOCUS</p>	<p><b>Big question:</b> Why do we recycle?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>Pupils are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand what we mean by recycling.</li> <li>Recognise why plastic causes us concern.</li> <li>Become familiar with words and phrases like; sustainability, recycle, and environmentally friendly.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to understand the environmental issues that face the world.</li> <li>Know the issues associated with landfill sites.</li> <li>Recognise that everyone has a role in helping to reduce waste and that they should be encouraging people to do so.</li> <li>Know what is meant by terminology such as environmentally friendly, recycling.</li> <li>Be able to offer their views in a debate or discussion about the issues they are dealing with.</li> </ul>	<p>HISTORY FOCUS</p>	<p>HISTORY FOCUS</p>	<p><b>Contextual world knowledge of locations, places and geographical features.</b></p> <ul style="list-style-type: none"> <li>Name the four countries in the United Kingdom and locate them on a map.</li> <li>Name some of the main towns and cities in the United Kingdom.</li> </ul> <p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.</b></p> <ul style="list-style-type: none"> <li>Explain some of the main things that are in hot and cold places.</li> <li>Explain the clothes that I would wear in hot and cold places.</li> <li>Keep a weather chart and answer questions about the weather.</li> <li>Explain how the weather changes throughout the year and name the seasons.</li> </ul> <p><b>Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</b></p> <ul style="list-style-type: none"> <li>Explain where I live and tell someone my address.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
HISTORY FOCUS	HISTORY FOCUS	<p><b>Big question:</b> How can we compare city and village life on different continents?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world.</li> <li>Know the names of and locate the five oceans of the world.</li> <li>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country.</li> <li>Know how human and physical features often depend on the climate of a place.</li> </ul>	<p><b>Big question:</b> What goes on at an airport or a train station?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the protocols linked to air travel.</li> <li>Know what a passport is.</li> <li>Know why security is very important for both modes of travel.</li> <li>Know how important timetables are when travelling by train or air.</li> <li>Know the names of the UK's main airports.</li> <li>Know the location of the world's busiest airports.</li> <li>Explain some advantages and disadvantages of living in a city or village.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Know and use the terminologies left and right; below, next to.</li> <li>Know the name of the nearest town or city and locate it on a map of the UK.</li> <li>Locate several cities on a map of the UK.</li> <li>Make a model, using road strips and toy buildings that shows features in an area.</li> <li>Talk about the main differences between a world map and a globe.</li> </ul>	HISTORY FOCUS	<p><b>Big question:</b> Why do we love to be beside the seaside?</p> <p><b>N.C. Content</b></p> <p>Pupils should be taught to know about ...</p> <ul style="list-style-type: none"> <li>The World, the United Kingdom and their locality</li> <li>Seasonal and daily weather patterns in the United Kingdom</li> <li>Key physical features, including beach, cliff, coast, sea, ocean, weather and season</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>The use of maps to locate places</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK</li> <li>Know the names of the three main seas that surround the UK</li> <li>Know some of the characteristics associated with a coastal place in comparison to where they live</li> <li>Know about the key physical and human features of a coastal place</li> <li>Identify the following physical features: mountain, island, river, cliff, harbour, port and beach</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Use world maps with a compass to work out which continents are to the north, south, east and west of the UK, etc.</li> <li>Use their own basic symbols to create a key.</li> <li>Create a sketch map of a location studied using Present geographical data using a tally chart, pictogram, block diagrams and simple tables.</li> <li>Know how important data collected is according to who collected it and when it was collected.</li> </ul>	<p><b>Contextual world knowledge of locations, places and geographical features.</b></p> <ul style="list-style-type: none"> <li>Name the four countries in the United Kingdom and the capital cities and locate them on a map.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Identify key physical and human features of a location.</li> </ul> <p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.</b></p> <ul style="list-style-type: none"> <li>Explain some advantages and disadvantages of living in a city or village.</li> <li>Explain how human features might change over time.</li> <li>Know how human and physical features often depend on the climate of a place.</li> </ul> <p><b>Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</b></p> <ul style="list-style-type: none"> <li>Create a sketch map of a location studied using labels.</li> <li>Present geographical data using a tally chart, pictogram, block diagrams and simple tables.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
HISTORY FOCUS	HISTORY FOCUS	<p><b>Big question:</b> How do we energise our homes and country?</p> <p><b>N.C. Content</b> Describe and understand key aspects of: Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water.</p> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about some of the human features related to the UK, e.g. industry and environment.</li> <li>Know about the importance of power in our lives.</li> <li>Know why it is important to find more environmentally friendly sources of energy.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate some of the UK's main nuclear power plants on a map of the UK.</li> <li>Use a world map to locate various countries with natural energy resources.</li> <li>Understand why it is important to use renewable or alternative energy.</li> </ul>	HISTORY FOCUS	<p><b>Big question:</b> How are rivers formed?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Name and locate key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Know about climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Know about types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how a river is formed.</li> <li>Know the difference between the upper, middle and lower courses of a river.</li> <li>Know the names and locations of many famous rivers in the UK and the world.</li> <li>Know how waterfalls and oxbow lakes are formed.</li> <li>Know what erosion and deposition are in relation to rivers.</li> <li>Know why many cities are situated next to a river.</li> <li>Know why rivers cause flooding.</li> <li>Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Use world and UK maps to locate famous rivers.</li> <li>Use a local map to follow the course of a river close to the school.</li> <li>Use Google Earth to follow the course of a local or nearby river.</li> <li>Make models to illustrate erosion and depositions in a river.</li> <li>Create a model of a river showing features such as meanders, etc.</li> <li>Carry out a local river survey, including field sketches.</li> </ul>	<p><b>Big question:</b> Why do so many British people go to the Mediterranean for their holidays?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries and capitals on a map</li> <li>Know at least five differences between living in the UK and a Mediterranean country</li> <li>Know the key physical and human characteristics of the Mediterranean.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Compare two landscapes using maps and aerial photographs.</li> <li>Find and recognise places on maps of different scales.</li> <li>Describe and follow a journey between two places or features using coordinates as the start and finish.</li> </ul>	<p><b>Contextual world knowledge of locations, places and geographical features.</b></p> <ul style="list-style-type: none"> <li>Name a number of countries in the northern hemisphere.</li> <li>Name and locate the capital cities of neighbouring European countries.</li> </ul> <p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.</b></p> <ul style="list-style-type: none"> <li>Describe how rivers are formed.</li> <li>Describe how energy is distributed.</li> </ul> <p><b>Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical informatio.</b></p> <ul style="list-style-type: none"> <li>Use some basic Ordnance Survey map symbols.</li> <li>Use grid references on a map.</li> <li>Use an atlas by using the index to find places.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
HISTORY FOCUS	<p><b>Big question:</b> Where would you choose to build a city?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Explain how a locality has changed over time.</li> <li>Label features on an aerial photograph by comparing with a map.</li> <li>Use appropriate symbols to identify and represent physical and human features on a map.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Compare two landscapes using maps and aerial photographs.</li> <li>Find and recognise places on maps of different scales.</li> <li>Use an atlas to compare different locations.</li> </ul>	HISTORY FOCUS	<p><b>Big question:</b> What makes the Earth angry?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</li> <li>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, including trade links, and the distribution of natural resources, including energy, food, minerals and water.</li> <li>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries.</li> <li>Know where the main mountain regions are in the UK.</li> <li>Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</li> <li>Appreciate that climate and physical features have an important part to play when considering how people live.</li> <li>Know what causes earthquakes and tsunamis.</li> <li>Label the different parts of a volcano.</li> <li>Know the names of some of the world's highest mountains.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Compare two landscapes using maps and aerial photographs.</li> <li>Find and recognise places on maps of different scales.</li> <li>Describe and follow a journey between two places or features using coordinates as the start and finish.</li> <li>Draw a map, linked to fieldwork, with features included accurately.</li> <li>Draw an annotated sketch that includes positional and directional language.</li> <li>Recognise how data may change over time according to the time of day and the time of year.</li> <li>Recognise that initial ideas may change as a result of our observations.</li> </ul>	HISTORY FOCUS	<p><b>Big question:</b> What are biomes and how are they created?</p> <p><b>N.C. Content</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know what is meant by the term 'biome'.</li> <li>Recognise the physical conditions necessary for the creation of different biomes.</li> <li>Know what is meant by biomes and what are the features of a specific biome.</li> <li>Label layers of a rainforest and know what deforestation is.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world.</li> <li>Understand how to use four-figure grid references.</li> <li>Explain what a place is like and why.</li> <li>Use a world map to identify geographical features, such as biomes.</li> <li>Research to find specific information related to geographical features.</li> <li>Recognise that a different climate dictates the human activity possible in a different landscape.</li> </ul>	<p><b>Contextual world knowledge of locations, places and geographical features.</b></p> <ul style="list-style-type: none"> <li>Locate the Tropic of Cancer and Tropic of Capricorn.</li> <li>Explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>Know the countries that make up the European Union.</li> <li>Find at least six cities in the UK on a map.</li> <li>Name and locate some of the main islands that surround the United Kingdom.</li> <li>Name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</li> </ul> <p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.</b></p> <ul style="list-style-type: none"> <li>Explain why people may be attracted to live in cities.</li> <li>Explain why people may choose to live in one place rather than another.</li> </ul> <p><b>Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</b></p> <ul style="list-style-type: none"> <li>Carry out research to discover features of villages, towns or cities.</li> <li>Plan a journey to a place in England.</li> <li>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>HISTORY FOCUS</p>	<p>HISTORY FOCUS</p>	<p><b>Big question:</b> What creates a rainforest and why are they located where they are?</p> <p><b>N.C. Content</b> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what is meant by biomes and what are the features of a specific biome.</li> <li>• Label layers of a rainforest and know what deforestation is.</li> <li>• Pupils should know where many of the world's rainforests are situated.</li> <li>• Know what is meant by the term 'tropics'.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to use graphs to record features such as temperature or rainfall across the world.</li> <li>• Know how to use Google Earth to locate rainforests and other biomes.</li> <li>• Carry out tests over time, evaluate changes and consolidate their understanding.</li> <li>• Explain what a place is like and why.</li> <li>• Create sketches to help with fieldwork related to a mountainous area.</li> <li>• Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.</li> </ul>	<p><b>Big question:</b> What are the main features of South America?</p> <p><b>N.C. Content</b> Pupils should:</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the names of, and locate, some South American countries.</li> <li>• Find out about Brazil's key features, including human and physical issues.</li> <li>• Know about fruits and natural resources that South American countries have.</li> <li>• Know what is meant by the term 'street children'.</li> <li>• Know key physical and human characteristics of a chosen location in South America.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use Google Earth to locate a country or place of interest.</li> <li>• Know about time zones and work out differences.</li> <li>• Know how a continent's climate can vary and impact people's lives.</li> <li>• Know how the lives of children vary across the world.</li> <li>• Know features of own locality well enough to use as a comparative study, taking account of positive and negative features.</li> <li>• Use graphs to record features such as temperature or rainfall across the world.</li> <li>• Carry out tests over time, evaluate changes and consolidate their understanding.</li> <li>• Add annotations, such as labels and captions, to freehand maps.</li> </ul>	<p>HISTORY FOCUS</p>	<p><b>Big question:</b> What is 'Fairtrade' and why should it matter?</p> <p><b>N.C. Content</b> Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Human geography, including types of settlement and land use, economic activity, including trade links; and the distribution of natural resources, including energy, food, minerals and water.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how different countries trade with each other.</li> <li>• Know which countries are exploited and locate them on a world map.</li> <li>• Understand what people mean by 'Fairtrade'.</li> <li>• Know why it is important to work to a culture of Fairtrade.</li> <li>• Know what is meant by sustainability, global citizenship and ethical codes.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.</li> <li>• Understand the issues associated with Fairtrade.</li> <li>• Carry out tests over time, evaluate changes and consolidate their understanding.</li> </ul>	<p><b>Contextual world knowledge of locations, places and geographical features.</b></p> <ul style="list-style-type: none"> <li>• Name and locate many of the world's most famous rivers in an atlas.</li> <li>• Name and locate many of the world's most famous mountainous regions in an atlas.</li> </ul> <p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.</b></p> <ul style="list-style-type: none"> <li>• Explain why many cities are situated on or close to rivers.</li> <li>• Explain why people are attracted to live by rivers.</li> <li>• Explain the course of a river.</li> <li>• Explain how a location fits into its wider geographical location with reference to human and economical features.</li> </ul> <p><b>Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</b></p> <ul style="list-style-type: none"> <li>• Plan a journey to a place in another part of the world, taking account of distance and time</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>HISTORY FOCUS</p>	<p><b>Big question:</b> Why is climate change such an important topic?</p> <p><b>N.C. Content</b> A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments.</p> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know what we mean by climate change.</li> <li>Recognise the issues associated with industry and climate zone.</li> <li>Know what we mean by 'greenhouse gases'.</li> <li>Know what is meant by 'ozone layer'.</li> <li>Know about the campaign of Greta Thunberg and others.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Reflect on the key changes that have occurred in buildings, trade and population</li> <li>Understand the consequence of ignoring climate change.</li> <li>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with.</li> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Set up a geographical fieldwork enquiry, starting with a hypothesis.</li> <li>Create map displays to communicate their fieldwork investigation.</li> </ul>	<p>HISTORY FOCUS</p>	<p><b>Big question:</b> What do we know about North America and what are its main geographical features?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the names of, and locate some North American countries.</li> <li>Know the key differences between living in the UK and a country in North America.</li> <li>Know why industry is important to the world.</li> <li>Know how the lives of children vary across the world.</li> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Appreciate how historically there have been changes to many countries worldwide, including name changes.</li> <li>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with.</li> <li>Reflect on the key changes that have occurred in buildings, trade and population.</li> <li>To review, apply and consider the next steps as a result of their geographical enquiry.</li> <li>Create journey booklets to include maps, sketches and samples to capture what a place is like.</li> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> </ul>	<p>HISTORY FOCUS</p>	<p><b>Big question:</b> How do maps help us find our way around?</p> <p><b>N.C. Content</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied .</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Know why the south and north poles have long periods of light or dark according to the time of year and know how people living there adapt their lives accordingly.</li> <li>Know about time zones and work out differences.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Be familiar with topographical maps and know about contours, etc.</li> <li>Know how to use six-figure grid references.</li> <li>Know what is meant by latitude and longitude.</li> <li>Understand how to use six-figure grid references.</li> <li>Set up a geographical fieldwork enquiry, starting with a hypothesis.</li> <li>To review, apply and consider the next steps as a result of their geographical enquiry.</li> <li>Create map displays to communicate their fieldwork investigations.</li> <li>Use digital mapping software packaged with confidence.</li> </ul>	<p><b>Contextual world knowledge of locations, places and geographical features.</b></p> <ul style="list-style-type: none"> <li>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</li> <li>Name the largest desert in the world and locate desert regions in an atlas.</li> <li>Explain how time zones work and calculate time differences around the world.</li> </ul> <p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.</b></p> <ul style="list-style-type: none"> <li>Describe how some places are similar and dissimilar in relation to their human and physical features.</li> </ul> <p><b>Geographical enquiry and the Application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</b></p> <ul style="list-style-type: none"> <li>Use Ordnance Survey symbols and 6-figure grid references.</li> <li>Answer questions by using a map.</li> <li>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</li> </ul>