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|  | **EYFS** | |
| ***Communication and language***   * Communicate a route using positional language * Listen attentively and respond to discussions about place and space * Discuss how places make them feel   ***Personal, Social, Emotional Development***   * Discuss places that make them feel safe and less safe and how they might mitigate those * Discuss why places feel good or bad   ***Physical Development***   * Relate to the challenge of walking up a steep hill/swimming * Begin to show accuracy and care when drawing   ***Mathematics***   * Talk about the shapes of landmarks * Count the number of landmarks * Estimate the number of landmarks * Spot patterns in the environment around them | ***Understanding the world***   * Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps * Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps * Explore the natural world around them, making observations and drawing on pictures of animals and plants * Know some similarities between the natural world around them and contrasting environments, drawing on their experience and what has been read in class * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter   ***Expressive Arts and Design***   * Use a variety of materials to create their own representations of the world around them * Tell stories based on the world around them   ***Literacy***   * Practice writing geographical terms * Write sentences based on pictures from around the world |

**Key Stage One**

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| **Year 1** | | | |
| **Substantive Knowledge** |  |  |  |
| ***KHP/PWP* Magic Beans**  Pupils should be able to identify and name the four countries that make up the United Kingdom and their capital cities, and the surrounding seas.  Identify the national flags of each country and discuss the Saint Andrew's Cross, Saint George's Cross, and Saint Patrick's Cross, which combine to form the Union Jack.  Similarly, they should use basic geographical vocabulary to describe key human features, including city, town, village, farm, house, office, port, harbour, and shop.  Pupils should be able to identify and comment on the physical features of their own school and its grounds and the key human and physical features of its surrounding environment.  **Country and City Locations**: Pupils should be able to locate on a map the countries of the United Kingdom and their capital cities.  Knowing directional vocabulary – left, right, forward and backwards  ***LWP* What can we grow in our allotment?**  ***NHP/WBP What makes Abbey Wood/Northumberland Heath special?***  Similarly, they should use basic geographical vocabulary to describe key human features, including city, town, village, farm, house, office, port, harbour, and shop.  Pupils should be able to identify and comment on the physical features of their own school and its grounds and the key human and physical features of its surrounding environment.   * Recognise that Thamesmead is located in London, the capital city of the United Kingdom. * Identify Thamesmead's position on a simple map of the local area or a map of London. * Understand the basic physical features of Thamesmead, such as the presence of the River Thames nearby. * Discover green spaces within Thamesmead, such as parks and nature reserves. * Learn about the types of housing and buildings found in Thamesmead, distinguishing between residential and commercial areas. * Discuss the communities and some of the local services that people in Thamesmead use (e.g., schools, shops, and health services).   Explore how the local environment in Thamesmead is taken care of, looking at aspects such as litter, recycling, and community projects. | KHP/PWP **Planet Protectors**  Pupils should learn to use basic geographical vocabulary to refer to key physical features, such as beach, coast, sea, ocean, river, and weather.   * **Understanding Weather Patterns**: Pupils should demonstrate a basic understanding of the weather patterns in the United Kingdom and how these can vary from place to place. * **Seasonal Changes**: Pupils should be aware of the seasonal changes and how the weather affects the physical landscape of the United Kingdom. * Naming and locating the 7 continents and 5 oceans   LWP **Can we save our world?**  **NHP/WBP What can we learn from maps**  Pupils should be able to identify and name the four countries that make up the United Kingdom and their capital cities, and the surrounding seas.  **Country and City Locations**: Pupils should be able to locate on a map the countries of the United Kingdom and their capital cities.  Identify the national flags of each country and discuss the Saint Andrew's Cross, Saint George's Cross, and Saint Patrick's Cross, which combine to form the Union Jack.   * Naming and locating the 7 continents and oceans   Pupils should use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, ocean, river, and weather. | Paws and Claws   * Pupils should be able to identify and describe the different types of weather they experience. * Identify hot and cold areas of the world in relation to the equator and the Poles * Can identify contrasting weather environments   **NHP/WBP Where in the world would you live?**   * **Understanding Weather Patterns**: Pupils should demonstrate a basic understanding of the weather patterns in the United Kingdom and wider world and how these can vary from place to place. * **Seasonal Changes**: Pupils should be aware of the seasonal changes and how the weather affects the physical landscape of the United Kingdom and specified world countries. * Identify hot and cold areas of the world in relation to the equator |

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| **Year 2** | | | |
| **Substantive Knowledge** |  |  |  |
| **No Place like Home**   * Pupils need to understand simple compass directions (North, South, East, and West) and use them to locate features and routes on a map. * Pupils should recognise the physical features within their locality * They should describe the human features of their locality, including buildings, jobs, the local community, and transport.   WBP/NHP  **What unites our Kingdom?**  Begin to understand the difference between the UK, Great Britain, and the British Isles, using correct geographical terminology.   * Pupils need to understand simple compass directions (North, South, East, and West) and use them to locate features and routes on a map. * Pupils should recognise the physical features within their locality * They should describe the human features of their locality, including buildings, jobs, the local community, and transport. * Pupils can identify contrasting features between each of the 4 countries | **Roots, Shoots and Juicy Fruits**   * Pupils should use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather. * Develop their understanding of the physical and human features of each continent (For example, associating Africa with the Sahara Desert and Europe with capital cities like London and Paris).   WBP  **Where does our food come from?**   * Pupils should use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather. * Develop their understanding of the physical and human features of each continent (For example, associating Africa with the Sahara Desert and Europe with capital cities like London and Paris). | PWP/KHP **Fish and Chips vs. Tacos**  Pupils can compare two contrasting localities including physical and human features.  Pupils should develop a simple understanding of the cultural differences between the local area and the contrasting non-European country they are studying. They should recognise how these cultural differences manifest in the daily life, festivals, traditions, and customs.  NHP/WBP **Geography (East Africa)**  **How does the weather shape our environment?**  Students need to be able to compare and contrast their local area with that of a contrasting locality within the United Kingdom.   * Pupils should use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather. * Pupils should develop a simple understanding of the cultural differences between the local area and the contrasting non-European country they are studying. They should recognise how these cultural differences manifest in the daily life, festivals, traditions, and customs. |

**Key Stage Two**

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| **Year 3** | | | |
| **Substantive Knowledge** |  |  |  |
| **I Need A Hero!/ What’s your emergency?**  A disciplinary knowledge-based topic  Children must understand the types of settlement and land use | **Disaster!/ Why do some volcanoes erupt?**   * **Characteristics of Volcanoes**: Pupils should know what a volcano is, including the components such as the magma chamber, vent, crater, and lava. They should understand the difference between an active, dormant, and extinct volcano. * **Characteristics of Earthquakes**: Students should be able to describe how earthquakes occur, explaining the concept of tectonic plates, faults, and the release of energy through seismic waves. * Students should be able to identify regions globally that are prone to volcanoes, earthquakes * Pupils should learn about the immediate and long-term effects of volcanoes, earthquakes * Pupils can identify the position and significance of latitude, longitude, equator, northern and southern hemispheres and the Tropics of Cancer and Capricorn | **Viva Espana/ Why is Spain a popular destination?**   * Identify the UK and Spain on a world map, highlighting their location in Europe. * Describe major physical features of both countries, such as mountain ranges, rivers, and coasts. * Understand the difference between the climate of the UK and the climate of Spain. * Discuss major cities in both countries * Identify key aspects of cultural heritage in the UK and Spain, including language, festivals, and national holidays. * Understand the role of tourism in the economies of both countries |

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| **Year 4** | | | |
| **Substantive Knowledge** |  |  |  |
| **Tomb Raiders**   1. **Importance of Rivers to Humans**: Pupils should understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. 2. Pupils can identify the Nile on a map 3. Pupils can identify how land use has changed over time   **NHP/WBP Why are rivers important to humans?**   1. **Define a River**: Students should be able to explain what a river is and understand the basic parts of a river including the source, course (upper, middle, lower), and mouth. 2. **Identify Features of a River**: Pupils should be able to correctly identify and describe key river features such as tributaries, meanders, oxbow lakes, deltas, and floodplains. 3. **Understand the Water Cycle**: Year 4 pupils are expected to describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection, particularly focusing on how it relates to river formation. 4. **Explain River Processes**: Students should be able to discuss processes such as erosion, transportation, and deposition in the context of how rivers shape the landscape. 5. **Importance of Rivers to Humans**: Pupils should understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. 6. **Impact of Humans on Rivers**: Students are expected to identify and discuss the impact of human activity on rivers, including pollution and river management strategies like damming and rerouting. 7. **Recognise Major World Rivers**: By the end of Year 4, pupils should be able to recognise and name major world rivers such as the Nile, Amazon, and Yangtze, and locate them on a world map. 8. **Awareness of Environmental Issues**: Students should be aware of environmental concerns associated with rivers, including pollution and the effects of climate change on river ecosystems. 9. **Discuss Conservation Efforts**: Pupils should be able to discuss simple conservation strategies that can help protect and preserve river environments. | **Healthy Humans**  Disciplinary knowledge  Children can identify routes to the UK using different transportation methods from Europe, North and South America  **NHP WBP Should the Earth’s resources be shared equally?**  Recognise the significance of the environment in human life and discuss the importance of sustainable management of the Earth's resources. | **Invasion, Invasion, Invasion**  **NHP/WBP Were the Vikings vicious?**  Students should be able to define what a settlement is and describe different types, such as villages, towns, and cities, noting specific characteristics that differentiate them.  Pupils should understand how settlements have developed over time, discussing factors such as available resources, geographical location, and historical events.  Students should recognise how and why certain factors, local resources, and economic opportunities, influence the growth and function of settlements. |

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| **Year 5** | | | |
| **Substantive Knowledge** |  |  |  |
| **Into the Unknown/ Why are the Poles unique?**  Students should be able to locate the Poles and describe its position relative to the other continents and the surrounding oceans.  Pupils should understand the characteristics of their climate, identifying it as the coldest, windiest, and driest continent.  Students should understand the composition and scale of the Poles  Learners need to describe the key physical features of the Poles   1. **Historical Explorations**: Learners should know about the historical context of Antarctica exploration, focusing on significant explorers like Roald Amundsen and Ernest Shackleton. 2. **Research Stations and Human Activity**: Students need to be aware of the purpose and impact of human activities in Antarctica, particularly the research conducted at various international stations. | **Old Father Thames**   1. **Define a River**: Students should be able to explain what a river is and understand the basic parts of a river including the source, course (upper, middle, lower), and mouth. 2. **Identify Features of a River**: Pupils should be able to correctly identify and describe key river features such as tributaries, meanders, oxbow lakes, deltas, and floodplains. 3. **Understand the Water Cycle**: Year 4 pupils are expected to describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection, particularly focusing on how it relates to river formation. 4. **Explain River Processes**: Students should be able to discuss processes such as erosion, transportation, and deposition in the context of how rivers shape the landscape. 5. **Importance of Rivers to Humans**: Pupils should understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. 6. **Impact of Humans on Rivers**: Students are expected to identify and discuss the impact of human activity on rivers, including pollution and river management strategies like damming and rerouting. 7. **Recognise Major World Rivers**: By the end of Year 4, pupils should be able to recognise and name major world rivers such as the Nile, Amazon, and Yangtze, and locate them on a world map. 8. **Awareness of Environmental Issues**: Students should be aware of environmental concerns associated with rivers, including pollution and the effects of climate change on river ecosystems. 9. **Discuss Conservation Efforts**: Pupils should be able to discuss simple conservation strategies that can help protect and preserve river environments.   **WBP/NHP Why does the Earth need rainforests?**  **Rainforest**   1. **Define Rainforests**: Students should be able to clearly define what a rainforest is, including the different types (tropical and temperate), and describe their key features. 2. **Location of Rainforests**: Pupils should know where major rainforests are located around the world, including the Amazon, Congo, and Southeast Asian rainforests, and be able to identify them on a map.  **Climate and Biodiversity**  1. **Climate Characteristics**: Learn the specific climatic conditions of rainforests, such as high rainfall and year-round warm temperatures. 2. **Flora and Fauna**: Students should be able to list common plants and animals found in rainforests and understand their adaptations to the rainforest environment.  **Human Impact and Conservation**  1. **Threats to Rainforests**: Understand human activities that threaten rainforests, like deforestation, and their impacts on biodiversity and the environment. 2. **Conservation Efforts**: Learn about global and local conservation efforts and strategies to protect rainforests. 3. **Resources from Rainforests**: Discuss the various resources obtained from rainforests (like timber and medicinal plants) and their importance to the global economy. 4. **Indigenous Communities**: Understand the role and significance of indigenous peoples living in rainforests, their cultures, and how they are impacted by environmental changes. | **I’m A Survivor**  Students must know what biomes are and be able to identify the global distribution of major biomes such as tundra, forests, grasslands, deserts, and rainforests.  Learners should be able to describe the physical characteristics (climate, soil type, flora and fauna) that are typical of these biomes.   1. **Location of Rainforests**: Pupils should know where major rainforests are located around the world, including the Amazon, Congo, and Southeast Asian rainforests, and be able to identify them on a map. 2. **Threats to Rainforests**: Understand human activities that threaten rainforests, like deforestation, and their impacts on biodiversity and the environment. 3. **Indigenous Communities**: Understand the role and significance of indigenous peoples living in rainforests, their cultures, and how they are impacted by environmental changes.   **NHP/WBP How can we help the next generation?**  Sustainability   1. **Sustainable Practices**: Pupils should explore how sustainable practices can be implemented to reduce negative human impacts on rainforests, promoting a balance between usage and conservation. 2. **Definition and Importance**: Year 5 students should be able to define sustainability in simple terms, explaining its significance in relation to preserving natural resources, maintaining ecological balance, and ensuring the long-term health of the planet. 3. **Global Impact**: They should understand how sustainability impacts global systems including climates, economies, and societies, and discuss reasons why it’s a global concern.  **Sustainable Practices**  1. **Examples of Sustainable Practices**: Pupils should be able to list and describe several sustainable practices such as recycling, using renewable energy sources, water conservation, and sustainable farming. 2. **Implications of Practices**: Students should understand the implications of sustainable and unsustainable practices in everyday life, in their community, and globally.  **Environmental Changes and Conservation**  1. **Cause and Effect**: By the end of Year 5, students should understand the causes of environmental changes (both natural and human-induced) and their effects on different ecosystems and communities. 2. **Conservation Efforts**: Students should learn about various conservation efforts aimed at promoting sustainability, such as wildlife protection, afforestation projects, and ocean cleanups. 3. **Personal Responsibility**: Students should be able to discuss how individual actions can contribute to or hamper sustainability efforts, and how they can make more sustainable choices in their daily lives. 4. **Community and Global Responsibilities**: They should grasp that sustainability is a communal and global responsibility, recognising roles that different communities and countries play in achieving sustainable development goals. |

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| **Year 6** | | | |
| **Substantive Knowledge** |  |  |  |
| **Stand and Deliver**  **Is it appropriate to celebrate law breakers?**  Disciplinary knowledge  Revisiting and consolidation of previous substantive knowledge  WBP/NHP Should unrestricted migration be allowed in the UK?  **Migration**  Disciplinary knowledge  Revisiting and consolidation of previous substantive knowledge | **Friend or Foe**  WBP/NHP WW2: Why did it happen?  Disciplinary knowledge  Revisiting and consolidation of previous substantive knowledge  WW2: Why did it happen? | **Migration**  Disciplinary knowledge  Revisiting and consolidation of previous substantive knowledge |