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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** |  |  |  |
| **What makes Abbey Wood special?**   * Recognise that Abbey Wood is located in London, the capital city of the United Kingdom. * Identify Abbey Wood’s position on a simple map of the local area or a map of London. * Understand the basic physical features of Abbey Wood, such as the presence of the River Thames nearby. * Discover green spaces within Abbey Wood, such as parks and nature reserves. * Learn about the types of housing and buildings found in Abbey Wood, distinguishing between residential and commercial areas. * Discuss the communities and some of the local services that people in Abbey Wood use (e.g., schools, shops, and health services). * Explore how the local environment in Abbey Wood is taken care of, looking at aspects such as litter, recycling, and community projects. | **What can we learn from maps?**   * Identify and name the four countries that make up the United Kingdom and their capital cities, and the surrounding seas. * Locate on a map the countries of the United Kingdom and their capital cities. * Identify the national flags of each country and discuss the Saint Andrew's Cross, Saint George's Cross, and Saint Patrick's Cross, which combine to form the Union Jack. * Use basic geographical vocabulary to describe key human features, including city, town, village, farm, house, office, port, harbour, and shop. * Identify and comment on the physical features of their own school and its grounds and the key human and physical features of its surrounding environment. * Know directional vocabulary – left, right, forward and backwards | **What effects do the changes in weather have around the world?**   * Demonstrate a basic understanding of the weather patterns in the United Kingdom and wider world and how these can vary from place to place. * Describe 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** |  |  |  |
| **What makes London and the United Kingdom unique?**   * Recognise the physical features of their nearest capital city, London. * Describe the human features of London, including buildings, jobs, the local community, and transport. * Begin to understand the difference between the UK, Great Britain, and the British Isles, using correct geographical terminology. * Identify contrasting features between each of the 4 countries. * Understand simple compass directions (North, South, East, and West) and use them to locate features and routes on a map. | **How does the weather shape our environment?**   * Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, valley, and weather. * Develop their understanding of the physical and human features of each continent (For example, associating Africa with the Sahara Desert and Europe with capital cities like London and Paris). | **What can we discover by comparing Kenya’s culture and geography to ours?**   * Compare two contrasting localities including physical and human features. * Understand the cultural differences between the local area and the contrasting non-European country they are studying. * Recognise how these cultural differences manifest in daily life, festivals, traditions, and customs. |

**Key Stage Two**

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| **Year 3** | | | |
| **Substantive Knowledge** |  |  |  |
| **What makes someone a hero in our community?**   * Understand the types of settlement and land use   This unit contains a significant amount of disciplinary knowledge. | **Why Do Natural Disasters Happen in Certain Parts of the World?**   * Know what a volcano is, including the components such as the magma chamber, vent, crater, and lava. * Understand the difference between an active, dormant, and extinct volcano. * Describe how earthquakes occur, explaining the concept of tectonic plates, faults, and the release of energy through seismic waves. * Identify regions globally that are prone to volcanoes and earthquakes * Know the immediate and long-term effects of volcanoes and earthquakes. * Identify the position and significance of latitude, longitude, equator, northern and southern hemispheres and the Tropics of Cancer and Capricorn. | **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 on the economies of both countries |

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| **Year 4** | | | |
| **Substantive Knowledge** |  |  |  |
| **Why are rivers important to humans?**   * Explain what a river is and understand the basic parts of a river including the source, course (upper, middle, lower), and mouth. * Identify and describe key river features such as tributaries, meanders, oxbow lakes, deltas, and floodplains. * Describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection, particularly focusing on how it relates to river formation. * Discuss processes such as erosion, transportation, and deposition in the context of how rivers shape the landscape. * Understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. * Identify and discuss the impact of human activity on rivers, including pollution and river management strategies like damming and rerouting. * Recognise and name major world rivers such as the Nile, Amazon, and Yangtze, and locate them on a world map. * Identify environmental concerns associated with rivers, including pollution and the effects of climate change on river ecosystems. * Discuss simple conservation strategies that can help protect and preserve river environments. | **Should the earth’s resources be shared equally?**   * Identify routes to the UK using different transportation methods from Europe, North and South America * Recognise the significance of the environment on human life and discuss the importance of sustainable management of the Earth's resources. | **Were the Anglo Saxons and Vikings vicious?**   * Define what a settlement is and describe different types, such as villages, towns, and cities, noting specific characteristics that differentiate them. * Understand how settlements have developed over time, discussing factors such as available resources, geographical location, and historical events. * Recognise how and why certain factors, local resources, and economic opportunities, influence the growth and function of settlements. |

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| **Year 5** | | | |
| **Substantive Knowledge** |  |  |  |
| **Why makes the Polar regions unique?**   * Locate the Poles and describe their position relative to the other continents and the surrounding oceans. * Describe the key physical features of the Poles. * Understand the characteristics of their climate, identifying them as the coldest, windiest, and driest continent. * Understand the composition and scale of the Poles. * Describe the purpose and impact of human activities in Antarctica, particularly the research conducted at various international stations. | **Why does Earth need rainforests?**   * Define what a rainforest is, including the different types (tropical and temperate), and describe their key features. * 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. * Know the specific climatic conditions of rainforests, such as high rainfall and year-round warm temperatures. * Know common plants and animals found in rainforests and understand their adaptations to the rainforest environment. * Understand human activities that threaten rainforests, like deforestation, and their impacts on biodiversity and the environment. * Know about global and local conservation efforts and strategies to protect rainforests. * Discuss the various resources obtained from rainforests (like timber and medicinal plants) and their importance to the global economy. * Understand the role and significance of indigenous peoples living in rainforests, their cultures, and how they are impacted by environmental changes. | **How can we help the next generation?**   * 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. * Understand how sustainability impacts global systems including climates, economies, and societies, and discuss reasons why it’s a global concern. * Describe several sustainable practices such as recycling, using renewable energy sources, water conservation, and sustainable farming. * Understand the implications of sustainable and unsustainable practices in everyday life, in their community, and globally. * Understand the causes of environmental changes (both natural and human-induced) and their effects on different ecosystems and communities. * Know about various conservation efforts aimed at promoting sustainability, such as wildlife protection, afforestation projects, and ocean cleanups. * Discuss how individual actions can contribute to or hamper sustainability efforts, and how they can make more sustainable choices in their daily lives. |

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| **Year 6** | | | |
| **Substantive Knowledge** |  |  |  |
| **Is it appropriate to celebrate law breakers?**   * This unit contains a significant amount of disciplinary knowledge. * This unit revisits and consolidates previous substantive knowledge. **What can we learn from the story of migrants?** * This unit contains a significant amount of disciplinary knowledge. * This unit revisits and consolidates previous substantive knowledge. | **How did World War II unfold?**   * This unit contains a significant amount of disciplinary knowledge. * This unit revisits and consolidates previous substantive knowledge. | **Is Darwinism still relevant in the 21st Century?**   * This unit contains a significant amount of disciplinary knowledge. * This unit revisits and consolidates previous substantive knowledge. |