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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
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**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.
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**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.
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