

# United Curriculum: Geography



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Marvellous Me / Look at Me</b> The house and street I live on</p> <p><b>It's getting cold / Bears</b> Weather and habitats around the world</p> <p><b>Polar express / Special days</b> Polar habitats</p>		<p><b>Here I am</b> [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p><b>Mini Mappers</b> Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p><b>United Kingdom</b> [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.</p>	<p><b>Looking at South America and Brazil</b> Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p>	<p><b>Investigating world trade</b> [Aut1] Understanding the distribution of the world's natural resources and these are traded between places across the world</p>	<p><b>Improving the environment</b> [Aut 2] Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p>
Spring		<p><b>Spring in our step</b> Weather and wildlife in winter and spring</p>	<p><b>Where we are</b> Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p><b>Hot and cold deserts</b> [Spr 1] Locating hot and cold deserts, and identifying common physical and human features</p>	<p><b>Volcanoes</b> Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p><b>Tropical rainforests</b> [Spr 2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p><b>Looking at North America and Water</b> Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.</p>	<p><b>On the move</b> [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.</p>
Summer	<p><b>All creatures great and small 1 / 2</b> Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p><b>Where we live</b> Picture maps and plan views, simple human and physical features</p> <p><b>Science detectives</b> Comparing our community with settlements in Kenya</p>	<p><b>There you are</b> Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p>	<p><b>Rivers, seas and oceans</b> Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p><b>Looking at Europe and Tourism</b> [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p>	<p><b>Earthquakes and human settlements</b> Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>	<p><b>Climate across the world</b> [Sum 1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.</p>	<p><b>I am a geographer</b> Posing questions, completing fieldwork and presenting a geographical investigation</p>

Most of the case studies used come from the UK, Europe, North or South America, as per the requirements of the National Curriculum. However, teachers may choose to change the highlighted case studies to reflect the interests or backgrounds of your pupils.



# N3-4: Autumn



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual		<ul style="list-style-type: none"> <li>• Talk about where I live (e.g. flat/house number, name of street)</li> <li>• Identify appropriate clothes to go outside in different types of weather</li> <li>• Some animals, like bears, hibernate in the winter</li> <li>• Types of weather include sunny, rainy, windy, snowy</li> <li>• We see puddles when it's rainy, shadows during the day and rainbows when there is sunshine and rain</li> <li>• Location of UK on a globe</li> <li>• Habitats are the places that living things live</li> <li>• Different animals live in different habitats</li> <li>• Different countries in the world experience different types of weather</li> </ul>	<ul style="list-style-type: none"> <li>• We live on the Earth (Y1 Aut)</li> <li>• My home, our school and our community is at the local scale (Y1 Aut)</li> <li>• <b>Science:</b> A habitat is a place that living things live. A very small habitat is called a micro-habitat. These can be found within larger habitats (Y2 Spr)</li> </ul>
	Procedural		<ul style="list-style-type: none"> <li>• The North Pole and the South Pole are at the top and bottom of the Earth</li> </ul>	
	Disciplinary		<ul style="list-style-type: none"> <li>• Show care and concern for living things in the environment.</li> </ul>	
	VCs		<ul style="list-style-type: none"> <li>• <b>Space &amp; Place:</b> Where I live</li> <li>• <b>Space &amp; Place:</b> The location of the UK</li> <li>• <b>Space &amp; Place:</b> North Pole and South Pole</li> <li>• <b>Physical processes:</b> Describing the natural things in our local area.</li> <li>• <b>Physical processes:</b> Types of <b>weather</b> include sunny, rainy, windy, and snowy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Human processes:</b> Settlements can be villages, towns or cities, depending on their size. (Y1)</li> </ul>

Relevant **Development Matters (N3-4)** statements:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual		<ul style="list-style-type: none"> <li>• Location of Africa on a globe</li> <li>• The Serengeti is a grassland, with habitats home to animals like zebras, lions, giraffes, hippos, vultures, snakes, toads and scorpions</li> <li>• The Congo Basin is a tropical rainforest, with habitats home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders</li> </ul>	
	Procedural	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>• Globe</li> </ul>		
Disciplinary			<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Identify patterns in the world around us.</li> </ul>	
VCs		<ul style="list-style-type: none"> <li>• <b>Space &amp; Place:</b> Where I live (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; Place:</b> Location of the continent of Africa</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1)</li> <li>• <b>Physical processes: Physical features</b> occur in nature and include river, forest, <b>soil</b> and hill. (Y1)</li> <li>• <b>Human processes:</b> Human features are man-made. They include settlements, shops, houses and offices. (Y1)</li> </ul>

Relevant **Development Matters (N3-4)** statements:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Talk about where I live (e.g. flat/house number, name of street) (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about where I live (e.g. flat/house number, name of street) (N3-4)</li> </ul>	
	Procedural	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Globe</li> </ul>		<ul style="list-style-type: none"> <li>A&amp;P: Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut)</li> </ul>
Disciplinary			<ul style="list-style-type: none"> <li><b>Enquiry and fieldwork:</b> Show care and concern for living things in the environment</li> <li><b>Interconnections &amp; change:</b> Identify patterns in the world around us</li> <li><b>Interconnections &amp; change:</b> Humans can affect and may be influenced by different places and physical processes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features.(Y1)</li> </ul>
VCs		<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Where I live (N3-4)</li> </ul>		

Relevant **Development Matters (Reception)** statements:

Relevant **Early Learning Goals** (for end of Reception):

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



# Reception: Summer



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual		<ul style="list-style-type: none"> <li>• Features include beach, hill, forest, river, sea, village, town and city</li> <li>• Location of Kenya on a globe</li> <li>• Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does</li> </ul>	<ul style="list-style-type: none"> <li>• There are poorer and wealthier areas in every county and city (Y1 Sum)</li> <li>• Human and physical features of Nairobi and local city in the UK (Y1 Sum)</li> <li>• Human and physical features of Naro Maru and local rural area in the UK (Y1 Sum)</li> </ul>
	Procedural	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>• Globe</li> </ul>	<ul style="list-style-type: none"> <li>• Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.</li> <li>• Use directional language (not left and right) to describe and interpret directions.</li> <li>• Recognise that drawings are not the same size of features in real life.</li> <li>• Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them.</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>• Use photographs in objects and features in elevation view (from front).</li> <li>• Use photographs of objects and features in oblique view (from diagonally above).</li> <li>• Use photographs of objects in plan view (from directly above).</li> <li>• Use simple picture maps.</li> <li>• Use a basic key to interpret and identify places on a map.</li> </ul>	
	Disciplinary	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Identifying patterns in the world around us (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Humans can affect and may be influenced by different places and physical processes.</li> <li>• <b>Interconnections &amp; change:</b> Identifying patterns in the world around us</li> <li>• <b>Comparisons:</b> Identify similarities and differences between my local area and another place at the same scale (southwest Kenya).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features.(Y1)</li> </ul>
	VCs	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> Where I live (N3-4)</li> <li>• <b>Space &amp; Place:</b> Location of the continent of Africa (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> Location of Kenya.</li> <li>• <b>Physical processes:</b> Geographical features include <b>beach, hill, forest, sea</b> and <b>river</b>.</li> <li>• <b>Physical processes:</b> We experience different types of weather in different <b>seasons</b> (focus on spring and winter).</li> <li>• <b>Human processes:</b> Human features include villages, towns and cities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Human processes:</b> Human features are man-made. They include settlements, shops, houses and offices.(Y1)</li> </ul>

Relevant **Development Matters (Reception)** statements:

- Recognise some environments that are different to the one in which they live.
- Draw information from a simple map.

Relevant **Early Learning Goals** (for end of Reception):

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Talk about where I live (e.g. flat/house number, name of street) (N3-4 Aut1)</li> <li>Location of UK on a globe (N3-4 Aut1)</li> <li>Materials can be artificial (man-made) or natural (N3-4 Aut2)</li> </ul>	<ul style="list-style-type: none"> <li>We live on the <b>Earth</b>.</li> <li>My home, our school and our community is at the <b>local scale</b>.</li> <li>Human settlements can be a <b>city, town, or village</b>, depending on their size.</li> <li><b>Human</b> features are man-made, <b>physical</b> features are those that would be there without humans</li> <li>Human features in my local area include: [dependent on school]</li> <li>Physical features in my local area include: [dependent on school]</li> <li>Key words: <b>river, forest, soil, hill, shop, house and office</b></li> </ul>	<ul style="list-style-type: none"> <li>Mapping our local area (Y2 Aut)</li> <li>Countries of the UK (Y1 Spr)</li> <li>Settlements can be hamlets, villages, towns or cities (Y3 Spr)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li>Use prepositions (e.g. bigger/smaller, nearer/further) to describe and interpret locations.</li> <li>Use directional language (not left and right) to describe and interpret directions.</li> <li>Recognise that drawings are not the same size of features in real life.</li> <li>Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them.</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Use photographs in objects and features in elevation view (from front).</li> <li>Use photographs of objects and features in oblique view (from diagonally above).</li> <li>Use photographs of objects in plan view (from directly above).</li> <li>Use simple picture maps.</li> <li>Use a basic key to interpret and identify places on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that our home, our school and our community are at the local scale.</li> <li>Interpret and give locations and directions using language of left, right, near and far.</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Draw a route on a map and label features in correct order.</li> <li>Use a simple map (Google maps) in a plan view.</li> </ul>	<ul style="list-style-type: none"> <li>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).(Y2)</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Use satellite images (Google Earth) in a plan view.</li> <li>Use aerial photographs of places in a plan view.</li> <li>Use and interpret 4 compass points (north, south, east and west) (Y2)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Humans can affect and may be influenced by different places and physical processes. (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features.</li> <li><b>Enquiry &amp; fieldwork:</b> Recognise simple hazards and steps we can take to avoid them</li> <li><b>Enquiry &amp; fieldwork:</b> Draw a basic field sketch of one area</li> <li><b>Enquiry &amp; fieldwork:</b> Observe and name features in the environment</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). (Y1)</li> </ul>	
VCs	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Where I live (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Local area.</li> <li><b>Physical processes:</b> We live on the <b>Earth</b>.</li> <li><b>Physical processes: Physical features</b> occur in nature and include river, forest, <b>soil</b> and hill.</li> <li><b>Human processes:</b> Human features are man-made. They include settlements, shops, houses and offices.</li> <li><b>Human processes:</b> Settlements can be villages, towns or cities, depending on their size.</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Features include beach, hill, forest, river, sea, village, town and city (N3-4 Sum1)</li> <li>My home, our school and our community is at the local scale (Y1 Aut)</li> <li>Human settlements can be a city, town or village, depending on their size (Y1 Aut)</li> <li>Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li>Key words: <b>river, forest, soil, hill, shop, house and office</b> (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>My home, our school and our community is at the local scale, UK and countries are at the <b>national scale</b>.</li> <li>The UK is made of four <b>countries</b>: England, Scotland, Wales and Northern Ireland.</li> <li>The <b>capital cities</b> of the four countries in the UK are <b>London</b> (England), <b>Edinburgh</b> (Scotland), <b>Cardiff</b> (Wales) and <b>Belfast</b> (Northern Ireland).</li> <li><b>Rural</b> means countryside, <b>urban</b> means towns and cities.</li> <li>Rural areas include farmland. This can be for either <b>pastoral</b> or <b>arable farming</b>.</li> <li>The amount and types of wildlife varies between rural and urban areas. In urban areas, we have urban foxes, pigeons and squirrels. In rural areas, we see deer, badgers, wetland birds and birds of prey.</li> <li><b>Coastal</b> areas are areas of land that are near the sea. They can be rural or urban.</li> <li>Features in coastal areas include <b>beach, cliff, sea and ocean</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)</li> <li>UK, Great Britain, British Isles (Y3 Aut)</li> <li>The UK is spit into regions and counties (Y3 Aut)</li> <li>Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum)</li> <li>There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) (Y3 Aut)</li> <li>The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut)</li> </ul>
	Procedural	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Draw a route on a map and label features in correct order.</li> <li>Use a simple map (Google maps) in a plan view.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Identify land and water on a map.</li> <li>Identify country boundaries on a map.</li> <li>Use photographs of places in oblique view.</li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Identify county boundaries on a map (Y3)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Enquiry &amp; fieldwork:</b> Observe and name features in the environment (Y1)</li> <li><b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between capital cities and our local area</li> <li><b>Comparisons:</b> Comparing features of urban, rural and coastal areas.</li> <li><b>Interconnections &amp; change:</b> Humans are affected by physical features everyday (e.g. weather)</li> <li><b>Interconnections &amp; change:</b> Land use varies due to changes in human and physical features</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). (Y1)</li> </ul>	
VCs	<ul style="list-style-type: none"> <li><b>Physical processes: Physical features</b> occur in nature and include river, forest, <b>soil</b> and hill. (Y1)</li> <li><b>Human processes:</b> Human features are man-made. They include settlements, shops, houses and offices.(Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland.</li> <li><b>Space &amp; place:</b> The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</li> <li><b>Physical processes: Coastal</b> areas are areas of land that are near the sea. Features in coastal areas include beach, <b>cliff</b>, sea and <b>ocean</b>.</li> <li><b>Human processes:</b> Rural means countryside, urban means towns and cities.</li> <li><b>Human processes:</b> The population of rural areas is smaller than urban areas.</li> <li><b>Human processes:</b> Rural areas include farmland. This can be for either pastoral or arable farming.</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> Humans use seas and oceans for economic and leisure uses. The main economic use is trade. (Y2)</li> </ul>	



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>Conceptual</b></p> <ul style="list-style-type: none"> <li>Different countries in the world experience different types of weather (Rec Sum1)</li> <li>The North Pole and the South Pole are at the top and bottom of the Earth (Rec Sum1)</li> <li>Location of Kenya on a globe (Rec Sum1)</li> <li>Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does (Rec Sum1)</li> <li>We live on the Earth (Y1 Aut)</li> <li>Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li>My home, our school and our community is at the local scale, UK and countries are at the national scale Rural means countryside; urban means towns and cities (Y1 Spr)</li> <li>Rural areas include farmland. This can be for either pastoral or arable farming (Y1 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>There are seven <b>continents</b> in the world, six of which people live on.</li> <li>There are countries within each continent (except Antarctica).</li> <li>While the school and community are at the local scale, and countries are at the national scale, continents are at the <b>global scale</b>.</li> <li>The <b>Equator</b> is an imaginary line <b>across</b> the Earth.</li> <li>The <b>North Pole</b> and the <b>South Pole</b> are at the top and bottom of the Earth.</li> <li>Kenya is a country in Africa which has the Equator running through it.</li> <li>Urban areas in different parts of the world have similarities and differences.</li> <li>There are poorer and wealthier areas in every city.</li> <li>Human and physical features of Nairobi and local city in UK.</li> <li>Rural areas in different parts of the world have similarities and differences.</li> <li>Human and physical features of Naro Moru and local rural area in UK.</li> </ul>	<ul style="list-style-type: none"> <li>There are five oceans (Y2)</li> <li>Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Y4)</li> <li>Lines of longitude run north to south. The main one is called the Prime Meridian (Y4)</li> <li>Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Y4)</li> <li>The Equator splits the Earth into the Northern and Southern Hemispheres (Y4)</li> <li>The Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Y4)</li> </ul>
	<p><b>Procedural</b></p> <ul style="list-style-type: none"> <li><b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Globe (EYFS)</li> <li>Simple map (Google maps) (Y1)</li> <li>Photographs of places in an oblique view (Y1)</li> <li>Identify country boundaries on a map (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>The Equator is an imaginary line across the Earth.</li> <li><b>Use an infant atlas.</b></li> <li>Use and interpret 2 compass points (north and south).</li> </ul>	<p><b>Using map types:</b></p> <p>Use and interpret 4 compass points (north, south, east and west). (Y2)</p> <ul style="list-style-type: none"> <li>Junior atlas (Y3)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between my local area and another place at the same scale (southwest Kenya). (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru).</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). (Y2)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Space &amp; Place:</b> North Pole and South Pole (N3-4)</li> <li><b>Human processes:</b> Settlements can be villages, towns or cities, depending on their size. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).</li> <li><b>Space &amp; place: Case study:</b> Kenya</li> <li><b>Human processes:</b> There are poorer and wealthier areas in every city.</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are five oceans in the world. (Y2)</li> <li><b>Physical processes:</b> Rivers travel from highland areas to lowland areas. Physical features around rivers include <b>valleys</b>, mountains, hills and <b>vegetation</b>. (Y2)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>Conceptual</b></p> <ul style="list-style-type: none"> <li>• Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li>• Rural means countryside; urban means towns and cities (Y1 Spr)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Location</b> is a point on a map.</li> <li>• <b>Place</b> is the emotional attachment to a <b>location</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing how human and physical features can shape a place (Y3)</li> </ul>
	<p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>• Use directional language (not left and right) to describe and interpret directions. (EYFS)</li> <li>• Recognise that drawings are not the same size of features in real life. (EYFS)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Use a basic key to interpret and identify places on a map. (EYFS)</li> <li>• Simple map (Google maps) (Y1)</li> <li>• Draw a route on a map and label features in correct order. (Y1)</li> <li>• Use and interpret 2 compass points (north and south). (Y1)</li> <li>• Photographs of places in an oblique view (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Draw a sketch map of a route with some approximate scale and features in correct order.</li> <li>• Know that scale is used to show size proportionally.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Use and interpret 4 compass points (north, south, east and west).</li> <li>• Give and interpret basic OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw an object (trees in the tropical rainforest) to scale. (Y4)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Use aerial photographs of places in a plan view. (Y2)</li> <li>• Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). (Y3)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Identifying patterns in the world around us (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enquiry &amp; fieldwork:</b> Measuring a route around our school site</li> <li>• <b>Enquiry &amp; fieldwork:</b> Use an enquiry question to conduct fieldwork on the school site.</li> </ul>	
Vcs	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> Where I live (N3-4)</li> <li>• <b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> Location is a point on a map.</li> <li>• <b>Space &amp; place:</b> Place is the emotional attachment to a location, developed through character and identity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> England and the UK are split into regions. Regions in England and the UK are split into counties. (Y3)</li> </ul>





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Different countries in the world experience different types of weather (N3-4 Aut1)</li> <li>The North Pole and the South Pole are at the top and bottom of the Earth (N3-4 Aut2)</li> <li><b>Science:</b> Weather is a description of what the conditions are like in a particular place (Y1 Aut2)</li> <li>Human features are man-made, physical features are those that would be there without humans (Y1 Spr)</li> <li>There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>There are countries within each continent except Antarctica (Y1 Sum)</li> <li>The Equator is an imaginary line across the earth (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>The weather is short-term. <b>Climate</b> is long-term summary of the weather conditions</li> <li><b>Precipitation</b> is the fall of water as rain, sleet, snow or hail</li> <li><b>Deserts</b> are places where there is very little precipitation</li> <li><b>Hot deserts</b> have a very hot and dry climate</li> <li><b>Cold deserts</b> have a very cold and dry climate</li> <li>Hot and cold deserts are found in all <b>continents</b> and vary in size</li> <li>Hot deserts are usually found near the <b>Equator</b></li> <li>Cold deserts are usually found near the <b>North and South Poles</b></li> <li>Features of a hot desert include rocks, <b>sand dunes, oases</b>, and small <b>settlements</b>.</li> <li>Features of a cold desert include <b>mountains, ice sheets</b>, and small <b>settlements</b>, including <b>research stations</b>.</li> <li>The <b>Sahara</b> Desert is the largest hot desert in the world; the <b>Antarctic</b> Desert is the largest cold desert (and the largest desert overall)</li> <li>Different animals and plants live in hot and cold deserts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Science:</b> Adaptations of animals and plants in hot and cold deserts: Arctic fox, shrubs, camels and cacti (Y2 Spr2)</li> <li>Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains (Y5)</li> <li>Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Y5)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1)</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Globe (EYFS)</li> <li>Simple map (Google maps) (Y1)</li> <li>Photographs of areas in an oblique view (Y1)</li> </ul>	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Use satellite images (Google Earth) in a plan view.</li> </ul>	
Disciplinary	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features. (Y1)</li> <li><b>Comparisons:</b> Identify similarities and differences between my local area and another place at the same scale (southwest Kenya) (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert).</li> <li><b>Interconnections &amp; change:</b> Human features are often shaped by physical features</li> <li><b>Interconnections &amp; change:</b> Climate is long term weather patterns, a physical process, that can be influenced by human activity</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge.(Y3)</li> </ul>	
VCs	<ul style="list-style-type: none"> <li><b>Space &amp; place: Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1)</li> <li><b>Physical processes: Physical features</b> occur in nature and include river, forest, <b>soil</b> and hill. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole.</li> <li><b>Space &amp; place: Case study:</b> Sahara Desert &amp; Antarctic Desert</li> <li><b>Physical processes:</b> Features of hot deserts include rocks, sand dunes and oases. Features of cold deserts include <b>mountains</b> and ice sheets.</li> <li><b>Physical processes:</b> The weather is short-term. <b>Climate</b> is long-term summary of the weather conditions.</li> <li><b>Physical processes: Precipitation</b> is the fall of water as rain, sleet, snow or hail.</li> <li><b>Physical processes: Deserts</b> are places where there is very little precipitation.</li> <li><b>Human processes:</b> Human use of land depends on physical features. For example, deserts, where there is little precipitation, settlements are small.</li> <li><b>Human processes:</b> Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place.</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area.(Y4)</li> <li><b>Space &amp; place: Space &amp; place:</b> Locating climate zones and biomes.(Y5)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>• <b>Human</b> features are man-made, <b>physical</b> features are those that would be there without humans (Y1 Aut)</li> <li>• Key words: river, forest, soil, hill, shop, house and office (Y1)</li> <li>• The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1)</li> <li>• <b>Rural</b> means countryside; <b>urban</b> means towns and cities (Y1 Spr)</li> <li>• Rural areas include farmland. This can be for either <b>pastoral</b> or <b>arable</b> farming (Y1 Spr)</li> <li>• <b>Coastal</b> areas are areas of land that are near to the sea. They can be rural or urban (Y1 Spr)</li> <li>• Features in coastal areas include <b>beach, cliff, sea</b> and <b>ocean</b> (Y1 Spr)</li> <li>• <b>Science: Sustainability</b> means meeting the needs of the people today, whilst meeting the needs of people of the future. (Y2 Spr1)</li> <li>• <b>Science: Biodiversity</b> is all the different living things in an area (Y2 Spr2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rivers, lakes, seas</b> and <b>oceans</b> are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans.</li> <li>• Rivers travel from <b>highland</b> areas (the <b>source</b>) to <b>lowland</b> areas (the <b>mouth</b>).</li> <li>• Physical features around rivers include <b>valleys, mountains, hills</b> and <b>vegetation</b>.</li> <li>• <b>Land use</b> is how land is used by humans.</li> <li>• Land use can be for <b>economic</b> uses, including <b>farms, factories</b> and <b>leisure</b>, or <b>settlements</b>.</li> <li>• <b>Agriculture</b> is the word used to describe the practice of farming.</li> <li>• The seas that surround the UK are the <b>North Sea</b>, the <b>Irish Sea</b> and the <b>English Channel</b>.</li> <li>• There are five <b>oceans</b> in the world. These are larger than seas</li> <li>• The seas around the UK flow into the <b>Atlantic Ocean</b>.</li> <li>• <b>Harbours</b> are found (and <b>ports</b> can be found) where the land meets the sea.</li> <li>• Humans use seas and oceans for <b>economic</b> and <b>leisure</b> uses, the main economic use is <b>trade</b>.</li> <li>• Overfishing is damaging <b>biodiversity</b> in the oceans.</li> <li>• <b>Sustainable management</b> of fishing is needed to protect species.</li> </ul>	<ul style="list-style-type: none"> <li>• The three longest rivers in the UK are the Severn, Thames and Trent (Y3)</li> <li>• A river has three courses: upper, middle and lower (Y5)</li> <li>• Comparing human and physical features around the rivers Severn, Mississippi and Danube (Y5)</li> <li>• The water cycle (<b>Science</b> Y4; Y5)</li> <li>• Improving the environment (Y6)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li>• <b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1)</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>• Globe (EYFS)</li> <li>• Simple map (Google maps) (Y1)</li> <li>• Photographs of areas in an oblique view (Y1)</li> <li>• Simple map (Google maps) in plan view (Y1)</li> </ul>	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>• Use aerial photographs of places in a plan view.</li> </ul>	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> <li>• Use OS maps (Y3)</li> <li>• Use physical maps (Y3)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li>• <b>Comparisons:</b> Comparing features of urban, rural and coastal areas. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Overfishing is damaging <b>biodiversity</b> in the oceans. <b>Sustainable management</b> of fishing is needed to protect species.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forming judgements:</b> Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest). (Y4)</li> </ul>	
VCS	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1)</li> <li>• <b>Space &amp; place:</b> The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). (Y1)</li> <li>• <b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1)</li> <li>• <b>Space &amp; place:</b> Place is the emotional attachment to a location, developed through character and identity. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> There are five oceans in the world.</li> <li>• <b>Space &amp; place:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. The seas around the UK flow into the Atlantic Ocean.</li> <li>• <b>Physical processes:</b> Rivers travel from highland areas to lowland areas. Physical features around rivers include <b>valleys, mountains, hills</b> and <b>vegetation</b>.</li> <li>• <b>Human processes:</b> Land use is how land is used by humans.</li> <li>• <b>Human processes:</b> Overfishing is damaging biodiversity in the oceans.</li> <li>• <b>Human processes:</b> Harbours are found (and ports can be found) where the land meets the sea.</li> <li>• <b>Human processes:</b> Agriculture is the word used to describe the practice of farming.</li> <li>• <b>Human processes:</b> Land use can be for economic uses, including agriculture, factories and leisure.</li> <li>• <b>Human processes:</b> Ports are places where goods to be traded are unloaded and loaded.</li> <li>• <b>Human processes:</b> Humans use seas and oceans for economic and leisure uses. The main economic use is trade.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> The three longest rivers in the UK are the Severn, Thames and Trent. (Y3)</li> <li>• <b>Physical processes:</b> Water cycle: Evaporation from the air and <b>transpiration</b> from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. <b>Surface runoff</b> is the flow of water overground; <b>throughflow</b> is the flow of water underground. (Y5)</li> <li>• <b>Human processes:</b> Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it. (Y5)</li> </ul>	



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Human settlements can be a city, town or village, depending on their size (Y1 Aut)</li> <li>Human features are man-made, physical features would be there without humans (Y1 Aut)</li> <li>The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1 Spr)</li> <li>Rural means countryside; urban means towns and cities (Y1 Spr)</li> <li>Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr)</li> <li>Features in urban areas include office, shop, house, factory (Y1 Spr)</li> <li>Features in coastal areas include beach, cliff (Y1 Spr)</li> <li>Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans (Y2 Sum)</li> <li>Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum)</li> <li>The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)</li> <li>Land use is how land is used by humans (Y2 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>UK</b> is made of four countries: England, Scotland, Wales and N Ireland; <b>Great Britain</b> is made up of England, Scotland and Wales; <b>British Isles</b> is made up of England, Scotland, Wales, Northern Ireland and Ireland</li> <li>England and the UK are split into <b>regions</b></li> <li>Regions in England and the UK are split into <b>counties</b></li> <li>There are several <b>mountain ranges</b> in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales)</li> <li>The three longest rivers in the UK are the Severn, Thames and Trent</li> <li>Settlements can be <b>hamlets, villages, towns and cities</b>, depending on their size</li> <li>Physical features of the North West (or the region that your school is in) include <b>mountains, hills, forests, cliff, beach, river, and valley</b></li> <li>Human features of the North West (or the region that your school is in) include <b>national parks, hamlets, villages, towns and cities, factories, offices</b></li> <li><b>Land use</b> in the North West (or the region that your school is in) has changed over time (green space is filled; towns have become larger)</li> </ul>	<ul style="list-style-type: none"> <li>The Lake District is a National Park in England (Y3)</li> <li>Bournemouth is located on the south coast of England, and there are a variety of human and physical features there (Y3)</li> <li>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)</li> <li>Comparing human and physical features around the river Severn with rivers Danube and Mississippi (Y5)</li> </ul>
	Procedural	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Use and interpret 4 compass points (north, south, east and west). (Y1)</li> <li>Identify land and water on a map. (Y1)</li> <li>Identify country boundaries on a map. (Y1)</li> <li>Use <b>photographs of places in oblique view</b>. (Y1)</li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW).</li> <li>Identify county boundaries on a map</li> <li>Political maps should show human boundaries and features, and physical maps show physical boundaries and features.</li> <li>Use <b>OS maps</b></li> <li>Use <b>physical maps</b></li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Locate places and features using letter and number coordinates on a map. (Y4)</li> <li>Use <b>thematic maps</b> (showing climate zones and population density). (Y5)</li> </ul>
	VCS	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1)</li> <li><b>Space &amp; place:</b> The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). (Y1)</li> <li><b>Human processes:</b> Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. (Y2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> 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.</li> <li><b>Space &amp; place:</b> England and the UK are split into regions. Regions in England and the UK are split into counties.</li> <li><b>Space &amp; place:</b> There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales).</li> <li><b>Space &amp; place:</b> The three longest rivers in the UK are the Severn, Thames and Trent.</li> <li><b>Space &amp; place: Case study:</b> Region in UK</li> <li><b>Physical processes:</b> There are several mountain ranges in the UK.</li> <li><b>Human processes:</b> National Parks are a human feature.</li> <li><b>Human processes:</b> Settlements can be hamlets, villages, towns and cities, depending on their size.</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it. (Y5)</li> <li><b>Human processes:</b> Human settlements change or develop based on external factors (both human and physical) (Y6)</li> </ul>



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>There are five oceans in the world. These are larger than seas (Y2 Sum)</li> <li>Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum)</li> <li><b>Science:</b> Substances can exist as solids, liquids and gases (Y2 Sum)</li> <li>Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr)</li> <li><b>Science:</b> The Earth's crust is the outermost layer of our planet. It is made of rocks and minerals (Y3 Aut1)</li> <li><b>Science:</b> Igneous rock is formed when magma cools down (Y3 Aut1)</li> <li><b>Science:</b> When the molten rock is under the Earth's surface, we call it magma. When molten rock is above the Earth's surface, we call it lava. (Y3 Aut1)</li> <li><b>Science:</b> Plants need air (oxygen and carbon dioxide), water, light, <b>nutrients</b> from the soil, space, and a suitable temperature to grow (Y3 Aut2)</li> </ul>	<ul style="list-style-type: none"> <li>The Earth is made of four main layers: the <b>inner core</b> (solid), the <b>outer core</b> (liquid), the <b>mantle</b> (semi-liquid) and the <b>crust</b> (solid)</li> <li>The crust is split into <b>tectonic plates</b> that meet at plate boundaries.</li> <li>Tectonic plates move: towards each other, away from each other, or alongside each other.</li> <li>A <b>volcano</b> is an opening in the Earth's crust through which material can <b>erupt</b>.</li> <li>Volcanoes can be formed at <b>destructive</b> boundaries, where plates move toward each other.</li> <li>Volcanoes can be formed at <b>constructive</b> plate boundaries, where plates move away from each other.</li> <li>Volcanoes can be <b>active, dormant</b> or <b>extinct</b>.</li> <li>The <b>Pacific Ring of Fire</b> is an imaginary line where lots of volcanoes exist.</li> <li>Products of volcanoes include <b>lava, pyroclastic flows, ash clouds, lahars</b>.</li> <li>There are two main types of volcano, <b>shield</b> (less violent eruptions) and <b>composite</b> (explosive).</li> <li><b>Shield</b> volcanoes are more likely to form at <b>constructive</b> plate boundaries and <b>composite</b> volcanoes are more likely to form at <b>destructive</b> plate boundaries.</li> <li>Volcanoes can also be tourist attractions; provide <b>nutrients</b> in the soil; and the heat can be used to heat water.</li> <li><b>La Soufriere</b> is a volcano on the island of St Vincent (Caribbean_ that erupted in April 2021.</li> <li><b>Etna</b> is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Tectonic activity causes earthquakes (Y4 Sum)</li> <li><b>History:</b> St Vincent is an island in the Caribbean, and was home to the Garifuna people (Y5 Sum)</li> </ul>
	Procedural	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Globe; Satellite images (Google Earth); Photographs of places in oblique view; Photographs of places in plan view (Y1)</li> <li>Political maps should human boundaries and features, and physical maps show physical boundaries and features.(Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks.</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Use world maps drawn in Pacific-centred view.</li> </ul>	
Disciplinary	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features (Y1)</li> <li><b>Comparisons:</b> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert) (Y2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge.</li> <li><b>Interconnections &amp; change:</b> Physical features can affect human development e.g. living near volcanoes</li> <li><b>Forming Judgements:</b> Evaluate the positives and negatives of living near volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Comparing the responses to Earthquakes in Haiti and Japan (Y4)</li> <li><b>Interconnections &amp; change:</b> Similarities and differences between LICs, MICs and HICs (Y4)</li> <li><b>Interconnections &amp; change:</b> Humans adapt to living in earthquake-prone areas (Y4)</li> </ul>	
VCS	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).Y1)</li> <li><b>Space &amp; place:</b> There are five oceans in the world. (Y2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist.</li> <li><b>Space &amp; place: Case study:</b> La Soufriere</li> <li><b>Space &amp; place: Case study:</b> Etna</li> <li><b>Physical processes:</b> The Earth has four layers. Its upper layer of tectonic plates move.</li> <li><b>Physical processes:</b> <b>Shield</b> and <b>composite volcanoes</b> can form at <b>plate boundaries</b>, which produce <b>lava, pyroclastic flows</b> and <b>lahars</b>.</li> <li><b>Physical processes:</b> Soil is rich with nutrients around volcanoes.</li> <li><b>Human processes:</b> Humans use most of land around volcanoes for agriculture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical processes:</b> Tectonic hazards occur at plate boundaries due to movement and include earthquakes and volcanoes (Y4)</li> <li><b>Human processes:</b> Humans adapt to living in earthquake-prone areas (Y4)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>The <b>capital cities</b> of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland) (Y1 Spr).</li> <li><b>Coastal</b> areas are areas of land that are near to the sea. They can be rural or urban. (Y1 Spr)</li> <li><b>Harbours</b> are found (and <b>ports</b> can be found) where the land meets the sea (Y2 Sum)</li> <li>The weather is short-term. <b>Climate</b> is long-term summary of the weather conditions (Y2 Spr)</li> <li><b>Land use</b> can include <b>economic</b>, (including farms, factories and leisure) or settlements (Y2 Sum)</li> </ul>	<ul style="list-style-type: none"> <li><b>Europe</b> is made up of 50 countries; <b>Russia</b> is split across Asia and Europe.</li> <li><b>Tourism</b> is the business of supporting and encouraging people to visit a place for fun.</li> <li>We can categorise effects into <b>social, economic</b> and <b>environmental</b>.</li> <li>The <b>Alps</b> stretch across France, Italy, Switzerland, Austria and other countries. It is popular with tourists, and this has positive and negative impacts.</li> <li>The <b>Amalfi Coast</b> is located in Italy and there are a variety of human and physical features along the Amalfi Coast. It is popular with tourists, and this has positive and negative impacts.</li> <li>Many people rely on tourism, and it needs to be managed sustainably.</li> <li>Case study: Tourism in local area, and how this changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Categorising effects of earthquakes into social, economic and environmental (Y4)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Science:</b> Use a Carroll diagram to classify items based on their properties (Y1 Spr)</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Identify country boundaries on a map (Y1)</li> <li><b>Use an infant atlas. (Y1)</b></li> <li><b>Use satellite images (Google Earth) in a plan view. (Y2)</b></li> <li>Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Say whether a map is at the local, national or global scale.</li> <li>Spatially match locations on maps of different scales.</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Identify a range of political and physical boundaries.</li> <li><b>Use a junior atlas.</b></li> </ul>	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li><b>Use thematic maps</b> (showing climate zones and population density). (Y5)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). (Y2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Comparing the impacts of tourism on three different locations.</li> <li><b>Interconnections &amp; change:</b> There are similarities and differences between places, even if they have similar physical and/or human features</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Migration is usually the result of a related set of push and pull factors these can be both physical and human factors. (Y6)</li> </ul>	
VCS	<ul style="list-style-type: none"> <li><b>Human processes:</b> Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. (Y2)</li> <li><b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Europe is made up of 50 countries; Russia is split across Asia and Europe.</li> <li><b>Space &amp; place: Case study:</b> Amalfi Coast</li> <li><b>Space &amp; place: Case study:</b> Graian Region</li> <li><b>Space &amp; place:</b> There are similarities and differences between different places, even if they have similar physical and/or human features (Y3)</li> <li><b>Human processes:</b> Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area.</li> <li><b>Human processes:</b> Tourism is the business of supporting and encouraging people to visit a place for fun.</li> <li><b>Human processes:</b> Human impacts can be social, economic and environmental</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> Human settlements change or develop based on external factors (both human and physical) (Y6)</li> <li><b>Human processes:</b> 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). (Y6)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Names of common human and physical features (Y1-3)</li> <li>While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1)</li> <li>There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>There are five oceans in the world (Y2 Sum)</li> <li>The equator is an imaginary line across the earth (Y1 Sum)</li> <li>The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Sum)</li> <li>There are poorer and wealthier areas in every county and city (Y1 Sum)</li> <li><b>History:</b> Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3 Aut)</li> <li>Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>Lines of <b>longitude</b> and <b>latitude</b> are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the <b>Prime Meridian</b>. Lines of latitude run east to west. The main ones are called the <b>Equator</b>, <b>Tropics of Cancer</b> and <b>Capricorn</b>, <b>Arctic</b> and <b>Antarctic Circle</b></li> <li>The Equator splits the Earth into the <b>Northern</b> and <b>Southern Hemispheres</b>; the Prime Meridian splits the Earth into the <b>Eastern</b> and <b>Western Hemispheres</b></li> <li><b>South America</b> is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The <b>Andes Mountains</b> are found along the entire western coast of South America, covering 7 countries</li> <li>Brazil can be split into political and physical regions. Three physical regions include: the <b>Amazon rainforest</b>, <b>Cerrado</b> and <b>Mata Atlantica</b>.</li> <li><b>Indigenous</b> 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 <b>agriculture</b>, but are also <b>hunter-gatherers</b></li> <li><b>Rio de Janeiro</b> is one of the largest cities Brazil. Some of its population live in <b>favelas</b> (makeshift settlements), but there are also wealthy areas that are popular with tourists.</li> </ul>	<ul style="list-style-type: none"> <li>Lines of longitude are important for considering time zones (Y5)</li> <li>Lines of latitude are important for considering climate zones (Y5)</li> <li>Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Y4)</li> <li><b>History:</b> 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)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Mathematics:</b> Identify horizontal/vertical lines and pairs of perpendicular /parallel lines (Y3)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Simple maps (Google maps); Satellite images (Google Earth); junior atlas (Y1)</li> <li>Photographs of places in plan/oblique view (Y1-2)</li> <li>Use and interpret 8 compass points (Y3)</li> <li>Identify country boundaries on a map (Y1)</li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres</li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Use <b>thematic maps</b> (showing climate zones and population density). (Y5)</li> </ul>
	VCS	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1)</li> <li><b>Human processes:</b> There are poorer and wealthier areas in every city.(Y1)</li> <li><b>Human processes:</b> Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> South America is made up of 12 countries.</li> <li><b>Space &amp; place: Case study:</b> Rio de Janeiro</li> <li><b>Human processes:</b> Indigenous people are the first people who lived in the place and the generations of people who came after, such as the Kayapo people in the Amazon Rainforest.</li> <li><b>Human processes:</b> Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists.</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Locating climate zones and biomes. (Y5)</li> <li><b>Physical processes: Climate zones</b> share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. (Y5)</li> <li><b>Physical processes: Biomes</b> are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. (Y5)</li> </ul>



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li><b>Science:</b> Living things depend on each other in their habitats, for food or shelter (Y2 Spr)</li> <li><b>Science:</b> Plants need <b>oxygen, carbon dioxide</b>, water, light, nutrients from the soil, space, and a suitable temperature to grow (Y3 Spr2)</li> <li><b>Science:</b> An <b>ecosystem</b> is made up of all organisms living in an area and the non-living features of the environment (Y4 Aut1)</li> <li><b>Science:</b> 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 Spr1)</li> <li>The weather is short-term. <b>Climate</b> is long-term summary of the weather conditions.</li> <li><b>Precipitation</b> is the fall of water (Y2 Spr)</li> <li><b>Lines of latitude</b> run east to west (Equator, <b>Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle) (Y4 Aut)</li> <li>The <b>Amazon rainforest</b> is in S America (Y4)</li> <li><b>Agriculture</b> is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum)</li> </ul>	<ul style="list-style-type: none"> <li><b>Biomes</b> are large ecosystems that contain specific species of organisms.</li> <li><b>Tropical rainforests</b> are biomes that are found in places with <b>high temperatures</b> and lots of <b>precipitation</b>.</li> <li>Tropical rainforests are found between the <b>Tropics of Cancer</b> and <b>Capricorn</b>, in the area known as the <b>Tropics</b>.</li> <li>Tropical rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American)</li> <li><b>Atmospheric circulation</b> drives <b>weather</b> and <b>climate</b> conditions around the world, causing the hot and wet places in which tropical rainforests form.</li> <li>Rainforests are made of four main layers of different heights: the <b>emergent</b>, the <b>canopy</b>, the <b>understory</b> and the <b>forest floor</b>. Each layer of the rainforest has different types of plants and animals that live there.</li> <li>Tropical rainforests have very high <b>biodiversity</b>, and there is <b>interdependence</b> between species.</li> <li>Tropical rainforests provide resources for humans, such as <b>medicines</b> and foods. This is important at the local and global scale.</li> <li>Plants in tropical rainforests absorb CO<sub>2</sub> from the atmosphere, which is important for keeping our planet cool.</li> <li>Chopping down trees is called <b>deforestation</b>.</li> <li><b>Deforestation</b> of the Amazon rainforest at the national level is making way for <b>agriculture, mining and logging</b></li> <li>At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation.</li> </ul>	<ul style="list-style-type: none"> <li>Tropical rainforests are one type of biome; there are several others in the world (Y5)</li> <li>Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs (Y5)</li> <li><b>Science:</b> Adaptations can be behavioural, physiological or structural (Y6)</li> <li><b>Science:</b> Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y6)</li> <li>Deforestation has serious effects: it increases the likelihood of flooding and contributes to global warming (Y5)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Mathematics:</b> Measure length and height (mm/cm/m) (Y3)</li> <li>Draw routes around school on squared paper using 1 square : 1 pace (Y2)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Satellite images (Google Earth) (Y2)</li> <li>Globe (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>Draw an object (trees in the tropical rainforest) to scale.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate distances on a map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5)</li> <li>Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)</li> </ul>
Disciplinary		<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Scale is used to identify the different impacts of change (small scale vs large scale logging)</li> <li><b>Interconnections &amp; change:</b> Human activity can affect physical features (e.g. deforestation)</li> <li><b>Forming judgements:</b> Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Climate change and global warming happen due to both naturally occurring events and human activity. (Y5)</li> </ul>	
VCs	<ul style="list-style-type: none"> <li><b>Physical processes:</b> We experience different types of weather in different <b>seasons</b> (focus on spring and winter). (EYFS)</li> <li><b>Physical processes:</b> Physical regions are identified by climate, land height and other physical features (Y4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Amazon Rainforest</li> <li><b>Physical processes:</b> The layer of air around the Earth is called the <b>atmosphere</b>.</li> <li><b>Physical processes:</b> <b>Atmospheric circulation</b> causes some areas on Earth to have higher levels of precipitation than others.</li> <li><b>Physical processes:</b> <b>Tropical rainforests</b> are places where there is lots of precipitation.</li> <li><b>Human processes:</b> Human uses of products of the tropical rainforest include wood, food, medicine.</li> <li><b>Human processes:</b> Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging.</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Locating climate zones and biomes. (Y5)</li> <li><b>Physical processes:</b> The <b>natural greenhouse effect</b>, the <b>enhanced greenhouse effect</b>, <b>global warming</b> and resulting <b>climate change</b>. (Y5)</li> <li><b>Physical processes:</b> Examples of natural resources include wood, food, water and <b>fossil fuels</b>. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. (Y5)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<p>Year 3 Spring (Volcanoes):</p> <ul style="list-style-type: none"> <li>The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid)</li> <li>The crust is split into pieces called tectonic plates that meet at plate boundaries.</li> <li>Tectonic plates move: towards each other, away from each other, or alongside each other.</li> <li>Volcanoes can be formed at destructive plate boundaries (where plates move toward each other, or at constructive plate boundaries (where plates move away from each other).</li> </ul> <p>We can categorise effects into social, economic and environmental (Y3 Sum)</p>	<ul style="list-style-type: none"> <li>An <b>earthquake</b> is the sudden shaking of the Earth's surface. They are caused by movements of the <b>tectonic plates</b>. Minor earthquakes can occur anywhere; major earthquakes usually occur at <b>plate boundaries</b>.</li> <li>Earthquakes usually occur at boundaries where the plates are sliding past each other. They can also occur at <b>destructive</b> and <b>constructive</b> plate boundaries.</li> <li>The <b>focus</b> is the point inside the Earth where the earthquake came from; the <b>epicentre</b> is the point on the Earth's surface above.</li> <li>The size of an earthquake is measured on the <b>Richter scale</b>, which goes from 1-10. Those measuring 7 or higher cause major damage.</li> <li>Countries in the world can be classified as <b>low- medium- or high-income countries</b> (LIC, MIC, HICs). They appear in all continents.</li> <li>Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits. This is usually different in HICs and LICs.</li> <li>Haiti is a LIC in North America that experienced an earthquake in 2010. Sendai is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011.</li> <li>Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects.</li> <li>The responses to earthquakes in HICs and LICs differ</li> </ul>	<ul style="list-style-type: none"> <li>Forced migration occurs when people can no longer live safely in their home (Y6)</li> <li>Natural disasters in KS3</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>(Mathematics:</b> Numbers written as decimals correct to one decimal place Y4-5 – <b>optional</b>, Richter scale)</li> <li><b>Mathematics:</b> Coordinates in the first quadrant (Y4)</li> <li>Identify similarities and differences between two non-local places (Y2)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Simple maps (Google maps) (Y1)</li> </ul>	<p><b>Map Skills:</b></p> <ul style="list-style-type: none"> <li>Locate places and features using letter and number coordinates on a map.</li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Locate places using 4-figure grid references on OS maps. (Y5)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Physical features can affect human development e.g. living near volcanoes (Y3)</li> <li><b>Forming judgements:</b> Evaluate the positives and negatives associated with living near volcanoes.(Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Comparing the responses to Earthquakes in Haiti and Japan</li> <li><b>Interconnections &amp; change:</b> Similarities and differences between LICs, MICs and HICs</li> <li><b>Interconnections &amp; change:</b> Humans adapt to living in earthquake-prone areas</li> </ul>		
Vcs	<ul style="list-style-type: none"> <li><b>Physical processes:</b> Shield and composite volcanoes can form at <b>plate boundaries</b>, which produce <b>lava, pyroclastic flows and lahars</b>.(Y3)</li> <li><b>Human processes:</b> Humans use most of land around volcanoes for agriculture.(Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Haiti</li> <li><b>Space &amp; place: Case study:</b> Japan</li> <li><b>Human processes:</b> Countries in the world can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents.</li> <li><b>Human processes:</b> Humans adapt to living in earthquake-prone areas</li> <li><b>Physical processes:</b> Tectonic hazards occur at plate boundaries due to movement and include earthquakes and volcanoes (Y4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels.(Y5)</li> <li><b>Human processes:</b> Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.(Y6)</li> </ul>	



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Local, national and global scale (Y1 Sum)</li> <li><b>Science:</b> A <b>natural resource</b> is a material or substance that is produced by the environment (not man made) and may be used to support life. Food and water are natural resources. (Y2 Aut2).</li> <li><b>Agriculture</b> is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum)</li> <li>Humans use seas and oceans for economic and leisure uses, and the main economic use is <b>trade</b>. (Y2 Sum)</li> <li><b>Science:</b> A <b>fossil</b> is physical evidence of an ancient plant or animal (Y3 Aut)</li> <li>Tropical rainforests provide <b>resources</b> for humans, such as medicines and foods. This is important at the local and global scale. (Y4 Spr)</li> <li>Countries in the world can be classified as low, medium or high-income countries (<b>LIC, MIC, HIC</b>) (Y4 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>natural resources</b> include wood, food, water and <b>fossil fuels</b>.</li> <li><b>Fossil fuels</b> are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items.</li> <li><b>Natural resources</b> are unevenly distributed across the world, and can be renewable or non-renewable (finite).</li> <li>People can be <b>employed</b> in different industries and sectors including <b>primary, secondary, tertiary and quaternary</b>.</li> <li><b>HICs, MICs and LICs</b> tend to have primary, secondary, tertiary and quaternary industries at different levels.</li> <li><b>Trade</b> is the process of buying and selling goods. <b>Imports</b> are goods that are brought into the country. <b>Exports</b> are goods that are traded out of the country.</li> <li>UK imports food from across the world. Food miles describes the distance that food has travelled (in miles) from source to plate.</li> <li>There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. <b>Agriculture</b> has moved from <b>subsistence</b> to <b>commercial</b> so that food can be traded.</li> <li><b>Fair trade</b> is a way of making sure that farmers are paid a fair price for the food they grow.</li> </ul>	<ul style="list-style-type: none"> <li>Burning fossil fuels is contributing to global warming and climate change (Y5 Sum)</li> <li>Distribution of the world's water (Y5 Spr)</li> <li><b>Science:</b> fossil fuels are a non-renewable energy store (Y6 Aut)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Mathematics:</b> Coordinates in the first quadrant (Y4)</li> <li><b>Science:</b> Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr)</li> </ul> <p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Simple maps (Google maps); Satellite images (Google Earth); OS maps (Y1-4)</li> <li>Locate places and features using letter and number coordinates on a map. (Y4)</li> </ul>	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Locate places using 4-figure grid references on OS maps.</li> </ul>	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> <li>Locate places and features using 6-figure grid references (Y6)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Enquiry &amp; fieldwork:</b> Recognise simple hazards and steps we can take to avoid them</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Many places at the local, national and global scale rely on trading with other places across the world</li> <li><b>Forming judgements:</b> Express opinions about fairtrade (benefits and drawbacks).</li> <li><b>Forming judgements:</b> Express opinions about environmental issues (Fair Trade) with reasons.</li> </ul>	<ul style="list-style-type: none"> <li><b>Forming judgements:</b> Evaluate responses to environmental issues (UK government's response to plastic waste). (Y5)</li> </ul>	
VCs	<ul style="list-style-type: none"> <li><b>Human processes:</b> Human impacts can be social, economic and environmental (Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Côte d'Ivoire</li> <li><b>Physical processes:</b> Examples of natural resources include wood, food, water and <b>fossil fuels</b>. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items.</li> <li><b>Physical processes:</b> Natural resources are unevenly distributed across the world and can be <b>renewable</b> or <b>non-renewable</b> (finite).</li> <li><b>Human processes:</b> 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.</li> <li><b>Human processes:</b> People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary.</li> <li><b>Human processes:</b> HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels.</li> <li><b>Human processes:</b> 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.</li> <li><b>Human processes:</b> Fair trade is a way of making sure that farmers are paid a fair price for the food they grow.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical processes:</b> The <b>natural greenhouse effect</b>, the <b>enhanced greenhouse effect</b>, <b>global warming</b> and resulting <b>climate change</b>. (Y5)</li> <li><b>Physical processes:</b> The increase in frequency of <b>extreme weather</b> events like heatwaves and drought as a result of climate change. (Y5)</li> <li><b>Human processes:</b> Human use of fossil fuels and other resources (renewable and non-renewable). (Y5)</li> <li><b>Human processes:</b> Population density as a result of climate zones. (Y5)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Key human and physical features, including coasts, beach, hill, mountain, valley, harbour, port (KS1)</li> <li>Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. (Y2 Sum)</li> <li>Rivers travel from highland areas (the source) to lowland areas (the mouth) (Y2 Sum)</li> <li><b>Science:</b> 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)</li> <li><b>Science:</b> When a solute dissolves in a solvent, a solution is formed. A solution is a mixture (Y5 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li><b>[For Jan 2024]</b> North America is located to the west of Europe and is the third largest continent.</li> <li><b>[For Jan 2024]</b> North America is made up of 23 countries in the Caribbean, Central America, and Northern America.</li> <li>The amount of water on Earth is constant. Most is <b>saltwater</b> stored in oceans, and most <b>freshwater</b> is stored as ice or underground.</li> <li>Water cycle: Evaporation from the air, and <b>transpiration</b> from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. <b>Surface runoff</b> is the flow of water overground; <b>throughflow</b> is the flow of water underground.</li> <li>The <b>upper course</b> of a river is in high, mountainous ground and the river is narrow and fast-flowing; the <b>lower course</b> of a river is in low, flat ground and the river is wide and slow-flowing; the <b>middle course</b> is between the two.</li> <li>Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers.</li> <li><b>Waterfalls</b> are formed in the upper course of the river when water gradually erodes soft rock.</li> <li><b>Meanders</b> are bends in the river that form in the middle and lower courses.</li> <li><b>Floodplains</b> are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river.</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out fieldwork around a river (Y6)</li> <li>Formation of other river features (KS3)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Mathematics:</b> 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)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Satellite images (Google Earth); Junior atlas (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units).</li> </ul>	<ul style="list-style-type: none"> <li>Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> The earth has five major oceans, and the UK is surrounded by seas (Y2)</li> <li><b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1)</li> <li><b>Human processes:</b> National Parks are a human feature. (Y3)</li> <li><b>Human processes:</b> Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America.</li> <li><b>Space &amp; place:</b> Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers.</li> <li><b>Physical processes:</b> The <b>upper course</b> of a river is in high, mountains ground and the river is narrow and fast flowing. The <b>lower course</b> of a river is in low, flat ground and the river is wide and slow flowing. The <b>middle course</b> is between the two.</li> <li><b>Physical processes:</b> Rivers <b>erode, transport</b> and <b>deposit</b> to form <b>waterfalls, meanders</b> and <b>floodplains</b>.</li> <li><b>Physical processes:</b> The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground.</li> <li><b>Physical processes:</b> Water cycle: Evaporation from the air and <b>transpiration</b> from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. <b>Surface runoff</b> is the flow of water overground; <b>throughflow</b> is the flow of water underground.</li> <li><b>Human processes:</b> Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Syria to countries in Europe (Y6)</li> <li><b>Space &amp; place:</b> The location of the world's major rivers and how they influence and change spaces and places at a range of scales (KS3)</li> <li><b>Physical processes:</b> River processes shape and change the surface of the Earth (KS3)</li> </ul>	



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li><b>Science: Extreme weather</b> is very different from the weather that you would usually expect to see in the country (Y1 Aut2)</li> <li>The weather is short-term. <b>Climate</b> is long-term summary of the weather conditions (Y2 Spr)</li> <li><b>Hot deserts</b> have a very hot and dry climate; cold deserts have a very cold and dry climate (Y2 Spr)</li> <li><b>Science:</b> Living things are <b>adapted</b> to their environment. This means they may not be able to survive in other habitats (Y2 Spr2)</li> <li>Lines of longitude &amp; latitude are imaginary lines : Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Prime Meridian (Y4 Aut)</li> <li><b>Biomes</b> are large ecosystems that contain specific species of organisms (Y4 Spr)</li> <li>Tropical rainforests are forests that are found in places with high temperatures and lots of precipitation (Y4 Spr)</li> <li>Plants in tropical rainforests absorb carbon dioxide from the atmosphere, which is important for keeping our planet cool. (Y4 Spr)</li> <li>Chopping down trees is called deforestation (Y4 Spr)</li> <li>Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil. Humans use these to run cars and electrical items (Y5)</li> </ul>	<ul style="list-style-type: none"> <li><b>Climate zones</b> share long-term weather patterns. Six main ones: <b>polar, temperate, arid, tropical, Mediterranean</b> and <b>mountains</b></li> <li>Climate zones are usually found in more than one continent; and some continents have several climate zones.</li> <li>Some climate zones (e.g. temperate) usually have a much higher <b>population density</b> than others.</li> <li><b>Biomes</b> are areas of the world that, because of similar climates, have similar landscapes, animals (<b>fauna</b>) and plants (<b>flora</b>). The major biomes of the world are: <b>tundra, tropical rainforests, coral reefs, temperate forests</b> and <b>hot deserts</b></li> <li><b>Vegetation belts</b> are areas that have similar plant life, owing to similar climate, soil and drainage.</li> <li>Global warming happens naturally as a result of the <b>greenhouse effect</b>.</li> <li>Carbon dioxide is produced when fossil fuels are burned.</li> <li>The <b>enhanced greenhouse effect</b> – and unnatural global warming – is caused by too many <b>greenhouse gases</b> in the atmosphere.</li> <li>The enhanced greenhouse effect is caused by human activity, such as burning fossil fuels, agriculture, deforestation, waste and transport.</li> <li><b>Global warming</b> relates to an increase in Earth's temperature only; it causes <b>climate change</b> which relates to a broader set of changes.</li> <li>Globally, climate change is creating <b>extreme weather</b> events, causing sea levels to rise and increasing risk to <b>vulnerable</b> and <b>endangered</b> species.</li> <li>The effects of climate change on the UK include <b>drought, heatwaves</b>, sea level rise and flooding. These effects can be particularly damaging to our <b>vulnerable</b> species including the curlew, newt and dormouse.</li> <li><b>Vulnerable biomes</b> are areas sensitive to change and most at risk of damage due to climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Adaptation includes responses that would help us to survive in a changing climate. Mitigation includes actions that help to prevent - or mitigate - the impacts of climate change (Y6 Aut1)</li> <li><b>Science:</b> Role of non-renewable and renewable energy sources for generating electricity, in the context of climate change (Y6 Aut2)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>NB.</b> The curriculum has been sequenced in a way that allows this Year 5 unit to flow easily into Year 6 Improving the Environment unit (Aut). While this unit focuses on the causes and effects of climate change, the Year 6 unit focuses more on what can be done to adapt to and mitigate it.</p> </div>
	Proc.	<ul style="list-style-type: none"> <li><b>Mathematics:</b> Interpret and construct bar graphs (Y3) and line graphs (Y4)</li> <li><b>Map skills:</b></li> <li>Satellite images; photographs; atlas; globe (Y1-5)</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and construct climate graphs.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li><b>Use thematic maps</b> (showing climate zones and population density).</li> </ul>	<ul style="list-style-type: none"> <li>Using a wider range of thematic map and recognise other map projections (KS3)</li> </ul>
Dis.	<ul style="list-style-type: none"> <li><b>Enquiry &amp; fieldwork:</b> Use an enquiry question to conduct fieldwork on the school site. (Y2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Climate change and global warming happen due to both naturally occurring events and human activity.</li> </ul>		
VCs	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).(Y1)</li> <li><b>Space &amp; place:</b> There are five oceans in the world.(Y2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Locating climate zones and biomes.</li> <li><b>Physical processes: Climate zones</b> share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains.</li> <li><b>Physical processes: Biomes</b> are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts.</li> <li><b>Physical processes:</b> The <b>natural greenhouse effect</b>, the <b>enhanced greenhouse effect</b>, <b>global warming</b> and resulting <b>climate change</b>.</li> <li><b>Physical processes:</b> The increase in frequency of <b>extreme weather</b> events like heatwaves and drought as a result of climate change.</li> <li><b>Human processes:</b> Human use of fossil fuels and other resources (renewable/non-renewable).</li> <li><b>Human processes:</b> Population density as a result of climate zones.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical processes:</b> Mitigation and <b>adaptation</b> are ways that humans can reduce and live with the effects of climate change. (Y6)</li> <li><b>Human processes:</b> Adaptation to and mitigation against climate change. (Y6)</li> <li><b>Human processes:</b> Economic aspects of climate change mitigation and adaptations. (Y6)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Overfishing is damaging biodiversity in oceans. Sustainable management of fishing is needed to protect species (Y2 Sum)</li> <li>Trees in tropical rainforests (like all plants) <b>absorb carbon dioxide</b> from the atmosphere, which keeps our planet cool (Y4 Spr)</li> <li>Chopping down trees is called <b>deforestation</b> (Y4 Spr)</li> <li>At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation (Y4 Spr)</li> <li><b>Science:</b> Fossil fuels, batteries and the Sun are all examples of chemical energy stores (Y5 Aut)</li> <li><b>Global warming</b> relates to an increase in Earth's temperature only; it causes <b>climate change</b> which relates to a broader set of changes. Global warming (and resulting climate change) is being accelerated by too many greenhouse gases, like carbon dioxide, in the atmosphere from <b>burning fossil fuels, agriculture, deforestation</b> (Y5 Sum)</li> <li>Effects of climate change in the UK and globally (Y5 Sum)</li> <li><b>Science:</b> Power stations can use both renewable and non-renewable sources of energy (Y6 Aut1)</li> <li><b>Science:</b> 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 Aut1)</li> <li><b>Science:</b> 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 (Y6 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Adaptation</b> includes responses that would help us to survive in a <b>changing climate</b>.</li> <li>Examples of <b>adaptation</b> methods in the UK include the <b>Thames barrier</b> and increased use of air conditioning.</li> <li>Global examples of <b>adaptation</b> methods include building houses on stilts and dams.</li> <li><b>Mitigation</b> includes actions that help to prevent - or mitigate - the impacts of climate change.</li> <li>Examples of mitigation include wind power and using other sources of renewable energy (to reduce greenhouse gas emissions) and reforestation (to increase absorption of greenhouse gases).</li> <li>Wind power is renewable and does not emit <b>carbon dioxide</b>; however it does create visual and noise <b>pollution</b>.</li> <li>Plastic waste is created across the world, and often ends up in oceans. This can come from household or industrial waste, as well as fishing nets from fishing industry.</li> <li><b>Plastics</b> take hundreds of years to break down. They threaten biodiversity and can kill <b>organisms</b> directly or indirectly by destroying <b>habitats</b>.</li> <li>Creating plastics requires fossil fuels and releases greenhouse gases into the atmosphere.</li> <li>Customers have power at the local scale to influence industry at the national and global scales.</li> <li>Human's actions to reduce climate change have relative impacts. Some actions are therefore having a bigger impact than others.</li> </ul>	<ul style="list-style-type: none"> <li>The Earth's changing climate from the Ice Age to now (KS3)</li> </ul>
	Procedural	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps (Y1-5)</li> </ul>		
Disciplinary	<ul style="list-style-type: none"> <li><b>Forming judgements:</b> Express opinions about environmental issues with reasons (Y5).</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Both human and physical processes can affect the climate creating changes which need to be sustainably managed.</li> <li><b>Forming judgements:</b> Evaluate responses to environmental issues (UK government's response to plastic waste).</li> <li><b>Forming judgements:</b> Explain how actions can reduce the impacts of climate change.</li> </ul>	<ul style="list-style-type: none"> <li><b>Forming judgements:</b> Evaluate responses to environmental issues (KS3)</li> </ul>	
VCS	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Locating climate zones and biomes.(Y5)</li> <li><b>Human processes:</b> Human use of fossil fuels and other resources (renewable and non-renewable).(Y5)</li> <li><b>Physical processes:</b> The <b>natural greenhouse effect</b>, the <b>enhanced greenhouse effect</b>, <b>global warming</b> and resulting <b>climate change</b> (Y5).</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Shetland</li> <li><b>Physical processes:</b> Use of fossil fuels to create plastics, and the effects this can have on the Earth.</li> <li><b>Physical processes:</b> Mitigation and <b>adaptation</b> are ways that humans can reduce and live with the effects of climate change.</li> <li><b>Human processes:</b> Adaptation to and mitigation against climate change.</li> <li><b>Human processes:</b> Economic aspects of climate change mitigation and adaptations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Human processes:</b> Humans affect and are influenced by climate change (KS3)</li> </ul>	





		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>There are poorer and wealthier areas in every county and city (Y1 Sum)</li> <li><b>Science:</b> Animals, including humans, need oxygen, food, water and the right temperature to survive (Y2 Aut2)</li> <li>Europe is made up of 50 countries (Y3 Sum)</li> <li>We can categorise effects into social, economic and environmental (Y3 Sum)</li> <li>Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents (Y4 Sum)</li> <li>North America is made up of 23 countries, across Northern America, Central America and the Caribbean (Y5 Spr)</li> </ul>	<ul style="list-style-type: none"> <li><b>Maslow's hierarchy of needs</b> show what humans need to survive and thrive</li> <li><b>Migration</b> 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 <b>immigration</b> (in) or <b>emigration</b> (out)</li> <li>People migrate because of <b>push and pull factors</b></li> <li>Voluntary migration usually happens because of economic or social factors.</li> <li>Expectations of migration are not always met in reality.</li> <li><b>European case study:</b> Poland to UK 2004-today</li> <li><b>North American case study:</b> Mexico to USA</li> <li><b>Forced migration</b> happens as a result of life-threatening events, such as conflict or physical disasters</li> <li><b>Asylum seekers</b> are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status</li> <li><b>Refugees</b> are given international protections and support in settling in a different country</li> <li><b>Asian/European case study:</b> Syria to countries in Europe</li> <li>Many people migrate to and from our local area, which impacts our community.</li> </ul>	<ul style="list-style-type: none"> <li>Further case studies of migration, exploring push and pull factors in more depth (KS3)</li> <li><b>History:</b> Vikings were migrants who moved because of push and pull factors (Y6 Spr)</li> <li><b>History:</b> The Windrush generation are people who arrived from Commonwealth countries 1948-71. Many were victims of racial discrimination</li> </ul>
	Procedural	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; thematic maps (Y1-5)</li> </ul>		
Disciplinary	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert)</li> <li><b>Forming judgements:</b> Express opinions about environmental issues with reasons (Y5)</li> </ul>	<ul style="list-style-type: none"> <li><b>Interconnections &amp; change:</b> Migration is usually the result of a related set of push and pull factors these can be both physical and human factors.</li> </ul>		
VCS	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are similarities and differences between different places, even if they have similar physical and/or human features (Y3)</li> <li><b>Human processes:</b> Countries in the world can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents.(Y4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place: Case study:</b> Poland to UK 2004-today</li> <li><b>Space &amp; place: Case study:</b> Mexico to USA</li> <li><b>Space &amp; place: Case study:</b> Syria to countries in Europe</li> <li><b>Human processes:</b> Maslow's hierarchy of needs show what humans need to survive and thrive</li> <li><b>Human processes:</b> 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).</li> <li><b>Human processes:</b> People migrate because of push and pull factors.</li> <li><b>Human processes:</b> Voluntary migration usually happens because of economic or social factors.</li> <li><b>Human processes:</b> Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.</li> <li><b>Human processes:</b> Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status. Refugees are given international protections and support in settling in a different country.</li> <li><b>Human processes:</b> Human settlements change or develop based on external factors (both human and physical)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa (KS3)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Procedural	<ul style="list-style-type: none"> <li>Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut)</li> <li>Draw a basic fieldsketch of what can be seen (Y1 Aut)</li> <li>Draw an object to scale (Y4 Sum)</li> <li>Use and interpret 8 compass points (Y3 Aut)</li> <li>Locate places and features using 4-figure grid references (Y4 Sum)</li> <li>Give and interpret standard OS symbols (Y2 Aut)</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><b>A&amp;P:</b> There are four main stages of enquiry: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating (Y2 Spr)</li> <li><b>A&amp;P:</b> Scientists look for patterns in data to try to identify correlations (Y5 Spr)</li> <li><b>A&amp;P:</b> Set a hypothesis to test (Y2 Aut)</li> <li><b>A&amp;P:</b> Select most appropriate equipment to measure (the variables) that will give you the best chance of an accurate result (Y3 Spr)</li> <li><b>A&amp;P:</b> A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same (Y3 Aut)</li> <li><b>A&amp;P:</b> Scientists must work out if the factor is the cause of the outcome in a correlation (Y5 Sum)</li> <li><b>A&amp;P:</b> Write an appropriate method (Y3 Aut)</li> <li><b>A&amp;P:</b> Draw diagram of the investigation (Y4 Sum)</li> <li><b>M&amp;O:</b> Anomalous results should be discarded and rerecorded (Y3 Sum)</li> <li><b>M&amp;O:</b> 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 results are the same (Y3 Sum)</li> <li><b>M&amp;O:</b> Taking multiple readings allows you to see if your data is repeatable, helps identify outliers and allows a mean to be calculated (Y6 Sum)</li> <li><b>R&amp;P:</b> Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr)</li> <li><b>R&amp;P:</b> Record numerical or descriptive observations in a table (Y1 Aut)</li> <li><b>R&amp;P:</b> Decide which graph is most appropriate for the enquiry (Y6 Aut)</li> <li><b>A&amp;E:</b> Draw conclusions (e.g. 'the greater the... , the greater the...') (Y3 Sum)</li> <li><b>A&amp;E:</b> Suggest ways to improve practical procedures to obtain more accurate measurements (Y3 Sum)</li> <li><b>A&amp;E:</b> Ask further questions that could be explored to extend findings (Y2 Spr)</li> </ul> <p><b>Using maps:</b></p> <ul style="list-style-type: none"> <li>Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps</li> </ul>	<ul style="list-style-type: none"> <li>Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units)</li> <li>Create questionnaires and surveys</li> <li>Locate places and features using 6-figure grid references</li> <li>Produce a detailed risk assessment</li> </ul>	<p><b>KS3:</b></p> <ul style="list-style-type: none"> <li>Plan and undertake complete investigations undertaken in contrasting locations</li> <li>Carry out fieldwork independently from the teacher</li> <li>Calculate distances on a map using a range of scales</li> <li>Recognise and select the most appropriate projection</li> <li>Draw accurate maps using a range of scales</li> <li>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>Interpret contours as a representation of height</li> </ul>

