



	Autumn	Spring	Summer
Nursery	Ourselves – local area	Food and Growing	Animals
Development Matters 2020	Use all their senses in hands-on exploration of natural materials. Explores collections of materials with similar and/or different properties Talks about what he/she sees, using a wide vocabulary	Plant seeds and care for growing plants. Shows interest in different occupations	Is beginning to understand the need to respect and care for the natural environment and all living things.
Additional lessons	Autumn 1 (Ourselves): Autumn walk exploring Pinner Wood school Forest school	Spring 1 (Food): Different occupations – oral health (Curricular Goals) Spring 2 (Growing): Growing beans Forest school	Farm animal visit Forest school
Reception	Ourselves – local area	Food and Growing	Animals
Development Matters 2020	Explores the natural world around him/her Describes what he/she can see, hear and feel whilst outside Recognises some environments that are different to the one in which he/she lives Understands the effect of changing seasons on the natural world around him/her	Explores the natural world around him/her, making observations and drawing pictures of plants (ELG) Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG) Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)	Explores the natural world around him/her, making observations and drawing pictures of animals (ELG) Is able to 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 (ELG) Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)
Additional lessons	Autumn 1 (Ourselves): Autumn walk to Montesole Park Autumn 1 (Ourselves) - Curricular Goals: Is able to draw information from a simple map. (Google Earth and homes) Forest school	Spring 1 (Food) - food from around the world Spring 2 (Food - Tesco): Is able to draw information from a simple map Spring 2 (Growing): Growing sunflowers and painting daffodils (plants around the world) Forest school	Summer 2 (Animals): Rainforests – animals and habitats Summer 2 (Animals): Trip to Willows farm Forest school



Year 1			
UNIT	Local Area	United Kingdom	Weather & Seasons
Place based knowledge	<ul style="list-style-type: none"> I can identify the type of settlement I live in. I can identify differences between rural and urban areas. I can identify and record the features of our school grounds. 	<ul style="list-style-type: none"> I can explain what a physical feature is. I can explain what a human feature is. 	<ul style="list-style-type: none"> I can order the months of the year. I can name the seasons. I can order the seasons. I can identify differences between the types of weather experienced in different seasons in the UK. I can identify aspects of the weather and how it affects my local environment. I can explain how the weather affects the activities we do.
Locational knowledge		<ul style="list-style-type: none"> I can locate the United Kingdom on a map. (LK) I can name the four countries of the United Kingdom. (LK) I can locate the four countries of the United Kingdom on a map. (LK) I can name the capital cities of the United Kingdom. (LK) I can locate the capital cities of the United Kingdom on a map. (LK) I can describe the characteristics of the four countries of the United Kingdom. (LK) <p>I can describe the characteristics of the capital cities of the United Kingdom. (LK)</p>	<ul style="list-style-type: none">
Geographical Enquiry: skills and fieldwork	<ul style="list-style-type: none"> I can identify and record the key human and physical features of our local area. (GE) I can describe a journey through our local area. (GE) I can recognise the symbols used on an Ordnance Survey map. (GE) I can recognise landmarks from aerial photography or plan perspectives. (GE) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can identify and record daily weather patterns. (GE)



	<ul style="list-style-type: none"> I can devise a simple map of our local area with my own symbols in a key. (GE) 		
Additional lessons			•
Year 2			
UNIT	Hot and Cold Places	Contrasting Locality - Zambia	Around the World
Place based knowledge	<ul style="list-style-type: none"> I can recognise the features of a hot place. I can recognise the features of a cold place. I can identify animals that live in a cold place. I can identify animals that live in a hot place. I can explain what I would wear in a hot and a cold place. I can explain how animals adapt to living in a cold place. I can explain how animals adapt to living in a hot place. 	<ul style="list-style-type: none"> I can describe physical features of a contrasting locality. I can describe human features of a contrasting locality. I can describe the food people eat in a contrasting locality. I can describe what daily life is like in a contrasting locality. 	<ul style="list-style-type: none"> I can identify the physical features of a continent. I can identify the human features of a continent.
Locational knowledge	<ul style="list-style-type: none"> I can locate the Equator and the North and South Poles on a map or globe. (LK) I can identify hot and cold places on a map. (LK) 	<ul style="list-style-type: none"> I can locate a contrasting locality– Zambia (LK) I can identify common animals in a contrasting locality. (LK) 	<ul style="list-style-type: none"> I can locate where I live in the world. (LK) I can name the seven continents. (LK) I can name the five oceans. (LK) I can locate the seven continents on a map. (LK) I can locate the five oceans on a map. (LK)
Geographical Enquiry: skills and fieldwork		<ul style="list-style-type: none"> I can identify similarities and differences between the way we live and the way people live in a contrasting locality. (GE) 	•
Additional lessons		•	•
Year 3			
UNIT	United Kingdom	Mountains	Aisa - India
Place based knowledge	<ul style="list-style-type: none"> I can compare and contrast the different countries in the UK. I can identify the physical characteristics of the UK. I can explain how human activities have affected the UK's landscape. 	<ul style="list-style-type: none"> I can name different types of mountains. I can describe how different types of mountains are formed. I can describe the climate of mountains. I can recognise the importance of the Himalayas for people living in the region. 	<ul style="list-style-type: none"> I can identify a range of India's physical features. I can identify a range of India's human features. I can compare key facts about India (or Chembekoli) with our country (or region).



	<ul style="list-style-type: none"> I can describe the sort of industries in which people in the UK work. I can identify the different types of energy sources used in the UK. 	<ul style="list-style-type: none"> I can describe the landscape of a world-famous mountain or mountainous region. 	<ul style="list-style-type: none"> I can use photographs and information texts to imagine what daily life in an Indian village might be like. I can identify how my life is linked to India.
Locational knowledge	<ul style="list-style-type: none"> I can identify where I live in the UK. (LK) I can locate the four countries in the UK. (LK) I can locate the UK's counties and cities. (LK) 	<ul style="list-style-type: none"> I can describe what a mountain is. I can locate the world's 'Seven Summits' on a map. (LK) I can locate the UK's highest mountains. (LK) 	<ul style="list-style-type: none"> I can locate India on a world map. (LK) I can locate countries in Aisa. (LK) I can identify the position of lines of latitude and longitude. (LK) I can describe the significance of lines of latitude and longitude. (LK) I can identify the position and significance of the Equator. (LK) I can identify the position and significance of the Tropic of Capricorn. (LK) I can use a map of time zones around the world to calculate the time of day in different places. (LK)
Geographical Enquiry: skills and fieldwork	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of wind energy. (GE) 	<ul style="list-style-type: none"> I can describe a mountain environment found in the UK. (GE) 	<ul style="list-style-type: none"> I can compare the weather and climate of a village in India to where I live. (GE) I can identify the pros and cons of hosting the Olympic Games. (GE)
Additional lessons	•	•	•
Year 4			
UNIT	Europe	Rainforests	Earthquakes
Place based knowledge	<ul style="list-style-type: none"> I can describe different types of European cuisine. I can describe a range of physical and human features in a region of Europe. I can use key facts and persuasive techniques to convince someone to holiday in the Mediterranean. 	<ul style="list-style-type: none"> I can describe what a rainforest is. I can recognise the different layers of life in a rainforest. I can describe the features of the rainforest biome. I can describe the key characteristics of the Congo. 	<ul style="list-style-type: none"> I can describe what an earthquake is. I know what to do in the event of an earthquake. I can explain why and where earthquakes occur. I can write a report about a famous earthquake.



	<ul style="list-style-type: none"> I can compare life in Greece (or Athens) with my life and my local area. 	<ul style="list-style-type: none"> I can define deforestation and explain how and why it is occurring. I can explain the impact of deforestation on rainforests. 	<ul style="list-style-type: none"> I can describe and explain what kind of help people need after an earthquake. I can reflect on how volcanoes and earthquakes are linked.
Locational knowledge	<ul style="list-style-type: none"> I can locate Europe on a map. (LK) I can locate Europe's countries. (LK) I can locate Europe's capitals. (LK) 	<ul style="list-style-type: none"> I can locate the world's rainforests on a map. (LK) 	<ul style="list-style-type: none"> I can label the Earth's plates and plate boundaries. (LK) I can locate where famous earthquakes have occurred. (LK)
Geographical Enquiry: skills and fieldwork	<ul style="list-style-type: none"> I can use online resources (including maps) to find out about the geography of a European country. (GE) I can compare and contrast different texts about the Mediterranean. (GE) 	<ul style="list-style-type: none"> I can explain the importance of the Amazon Rainforest. (GE) 	<ul style="list-style-type: none"> I can identify key facts about famous earthquakes. (GE) I can identify the effect of earthquakes on land. (GE) I can identify the effect of earthquakes on people. (GE)
Additional lessons	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Year 5			
UNIT	Climate Zones	Rivers	Local Area
Place based knowledge	<ul style="list-style-type: none"> I can define the difference between weather and climate. I can describe the location of different climate zones around the world. I can describe the weather of a typical day in a place with a contrasting climate. <p>I can identify the key characteristics of different climate zones around the world.</p>	<ul style="list-style-type: none"> I can explain what a river is. I can identify the stages of a river. I can identify the features of a river. I can describe how rivers are used around the world. I can explain the way land use changes from the source to the mouth. I can recognise and explain how human activity affects rivers. <p>I can recognise and explain how flooding affects communities</p>	<ul style="list-style-type: none"> I can describe the distinctive human and physical features of the local area I can make a map to show what we have found out about our local area I can explain how our local area has changed over time <p>I can explain how our local area will change in the future</p>
Locational knowledge	<ul style="list-style-type: none"> I can identify different lines of latitude, including the Equator, on a map. (LK) I can explain the significance of key lines of latitude including the equator. (LK) 	<ul style="list-style-type: none"> I can locate the world's longest rivers on a map. (LK) 	<ul style="list-style-type: none"> I can locate my local area and explain how it fits in with other places near and far (LK)



	<ul style="list-style-type: none"> I can explain the significance of the Northern and Southern Hemispheres. (LK) 		
Geographical Enquiry: skills and fieldwork	<ul style="list-style-type: none"> I can complete a bar graph to present precipitation data. (GE) I can complete a line graph to present temperature data. (GE) I can compare climate data for different locations. (GE) 	<ul style="list-style-type: none"> I can use online resources (including maps) to identify the key characteristics of one of the world's longest rivers. (GE) 	<ul style="list-style-type: none"> I can use fieldwork to find out more about our local area (GE)
Additional lessons		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Year 6			
UNIT	South America	Volcanoes	Mapwork – Lines of Significance
Place based knowledge	<ul style="list-style-type: none"> I can identify a range of South America's physical features. I can identify a range of South America's human features. I can compare key facts about Brazil (or the Amazon basin) with our country (or region). I can describe the key characteristics of the Amazon basin. I can summarise what I have learnt about the Amazon basin. I can identify a range of South America's physical features. 	<ul style="list-style-type: none"> I can label the structure of the Earth. I can identify the key features of a volcano. I can report on the effects of a specific volcanic eruption. <p>I can evaluate the advantages and disadvantages of living near a volcano.</p>	
Locational knowledge	<ul style="list-style-type: none"> I can locate South America on a world map. (LK) I can locate countries in South America. (LK) I can identify the position of lines of latitude and longitude. (LK) I can use latitude and longitude to locate places. (LK) 	<ul style="list-style-type: none"> I can locate a range of famous volcanoes. (LK) I can describe what happens at the boundaries between the Earth's plates and label a map of the plates. (LK) I can use online resources (including maps) to find out key facts about a volcano, including when it last erupted. (LK, GE) 	<ul style="list-style-type: none"> I can identify the position of lines of latitude and longitude. (LK) I can describe the significance of lines of latitude and longitude. (LK) I can identify the position and significance of the Equator. (LK)



	<ul style="list-style-type: none"> I can identify the position and significance of the Equator. (LK) I can identify the position and significance of the Tropic of Capricorn. (LK) I can use a map of time zones around the world to calculate the time of day in different places. (LK) I can locate South America on a world map. (LK) I can locate countries in South America. (LK) 		<ul style="list-style-type: none"> I can identify the position and significance of the Tropic of Capricorn. (LK) I can use a map of time zones around the world to calculate the time of day in different places. (LK)
Geographical Enquiry: skills and fieldwork	<ul style="list-style-type: none"> I can use online resources (including maps) to find out about the world's longest rivers. (GE) I can explain the importance of the Amazon rainforest. (GE) 	<ul style="list-style-type: none"> I can use online resources (including maps) to find out key facts about a volcano, including when it last erupted. (LK, GE) 	
Additional lessons			