



<b>Three and Four Year olds</b>	<b>Mathematics</b>		<ul style="list-style-type: none"> <li>- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>- Describe a familiar route.</li> <li>- Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> </ul>
	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Reception</b>	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Explore the natural world around them.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul>
<b>ELG</b>	<b>Understanding the World</b>	<b>People, Culture &amp; Communities</b>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> </ul>
		<b>The Natural World</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>

Term 1A

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>What is the geography of where I live like?</u></p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p><b>Identify and describe</b> physical and human geographical features of a range of environments and <b>understand</b> that geography is the study of how people are connected with these environments;</p> <p><b>Identify and observe</b> familiar physical and human geographical features of the immediate vicinity of their school;</p> <p><b>Identify and locate</b> where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe;</p> <p><b>Identify, describe</b> and offer <b>reasons</b> for changes in land use they can <b>observe</b> and <b>record</b> in the local area of the school;</p> <p><b>Understand</b> that the many different uses of land <b>observed</b> in the local area can be grouped into a small number of categories;</p> <p>Through fieldwork <b>observe</b> and <b>record</b> in a variety of ways, significant examples of physical and human geographical features of the local area.</p>	<p><u>How are the Arctic and Antarctica similar/different to Liverpool?</u></p> <p>How to use a map to locate places around the world – prior countries studied as well as the Polar Regions.</p> <p>The continents and the five oceans.</p> <p>The human and physical features at opposite ends of the world (map, progressing to venn diagram)</p> <p>Seasonal and daily weather patterns in the UK compared with a cold place – Arctic and Antarctica.</p>	<p><u>Rivers</u></p> <p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p>Geographical skills: Using photographs.</p> <p>How do rivers, people and land affect each other?</p>	<p><u>Rhine and Mediterranean</u></p> <p>Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p>Geographical skills: Extending use of maps and photographs.</p> <p>How are different parts of the Rhine and the Mediterranean used by people?</p>	<p><u>Why is California so thirsty?</u></p> <p>Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California.</p> <p>Geographical skills: Interpreting a range of thematic maps.</p> <p>How have the actions of people affected the drought in California?</p>	

Term 1B					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><u>Mountains</u></p> <p>Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people</p> <p>Geographical skills: Describing location using 4- point compass.</p> <p>How do mountains interact with what is around them?</p>	<p><u>Population</u></p> <p>Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p> <p>Geographical skills: Thematic maps and using census data.</p> <p>How and why does population distribution vary across Great Britain?</p>	<p><u>Oceans</u></p> <p>Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans.</p> <p>Geographical skills: Interpreting world and thematic maps.</p> <p>How do oceans affect human behaviour and settlements?</p>	
Term 2A					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Why do we love being beside the seaside so much?</u></p> <p>During the enquiry, pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p>Identify and describe the main physical and human features of seaside environments;</p> <p>Provide reasons as to why it is important to protect living things at the seaside;</p> <p>Describe popular activities undertaken at the seaside;</p> <p>Understand the interdependence of living things in seaside environments;</p>	<p><u>As a pirate, what would you find in your local area/across the UK?</u></p> <p>The names, location and characteristics of the four countries, their capitals and surrounding seas in the United Kingdom.</p> <p>The human and physical features of U.K/ Cornwall</p> <p>The similarities and differences between the human and physical features in U.K/ Cornwall.</p> <p>Compass directions and locational and directional language.</p> <p>How to use aerial photographs to recognise landmarks</p> <p>How to devise a simple map, using symbols as a key.</p>	<p><u>Settlements &amp; Cities</u></p> <p>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy &amp; transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. How are settlements similar and different?</p>	<p><u>Coastal processes and landforms</u></p> <p>Diversity in the UK coastline. Processes of erosion, transportation &amp; deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean</p> <p>Depth focus: West Wales coast.</p> <p>How does the location of west Wales affect its coast?</p>	<p><u>Migration</u></p> <p>Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p>Geographical skills: Asking questions, eight-point compass</p> <p>Why do people migrate?</p>	<p><u>Fairtrade</u></p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p><b>Describe</b> and <b>explain</b> why the Silk Road was the most important trading route in the history of the world; <b>evaluate</b> and <b>reflect</b> upon some of the changes that occurred as a result of the movement of people and commodities along it;</p> <p><b>Explain</b> why and how countries trade with each other, <b>identify</b> and <b>describe</b> the commodities that are most frequently traded and <b>evaluate</b> some benefits and disadvantages of trading;</p> <p><b>Compare and contrast</b> the range of commodities most commonly imported by the United Kingdom</p>

<p>Identify, describe and categorise living things within a rock pool habitat;</p> <p>Identify, categorise and begin to explain the distribution of sea shells on a beach;</p> <p>Identify, describe and offer reasons for the presence of pollution on a beach;</p> <p>Describe and explain how people can take greater care of the seaside environment;</p> <p>Describe and explain reasons why seaside holidays have changed in living memory;</p> <p>Identify, describe and offer reasons for European flight destinations from their nearest regional airport;</p> <p>Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.</p>					<p>from China with some of the products that are frequently exported by companies in the United Kingdom to China and <b>describe</b> and <b>explain</b> the differences;</p> <p><b>Describe, explain</b> and <b>reflect</b> on why the terms of international trade are not always fair for some producers of goods in other countries around the world;</p> <p><b>Explain</b> what Fairtrade is <b>compare and contrast</b> the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and <b>evaluate</b> and <b>judge</b> the benefits to be gained from Fairtrade certification;</p> <p><b>Evaluate</b> and <b>judge</b> the extent to which their school currently engages with Fairtrade, <b>understand</b> any constraints that exist; <b>reflect</b> and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status;</p> <p><b>Understand</b> what the ethical production and purchasing of clothes entails, <b>evaluate</b> and reach a <b>judgement</b> regarding the practice of popular clothing companies.</p>
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**Term 2B**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p style="text-align: center;"><u>Agriculture</u></p> <p>Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational</p>	<p style="text-align: center;"><u>Tourism</u></p> <p>Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p>	<p style="text-align: center;"><u>North and South America</u></p> <p>Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas.</p>	

		<p>knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p> <p>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</p> <p>How are we connected to farmers?</p>	<p>Geographical skills: Interpreting climate data.</p> <p>How do tourists interact with a place?</p>	<p>Geographical skills: 4-figure references, thematic maps.</p> <p>What are the pros and cons of living in a megacity?</p>	
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**Term 3A**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p align="center"><u>Volcanoes</u></p> <p>Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)</p> <p>Geographical skills: Using diagrams, describing distribution.</p> <p>How do volcanoes affect a place?</p>	<p align="center"><u>Earthquakes</u></p> <p>Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines Depth focus: California &amp; the San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p>Geographical skills: Thematic maps</p> <p>What are the pros and cons of living near a tectonic fault line?</p>	<p align="center"><u>The Amazon</u></p> <p>A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p>Geographical skills: Flow diagrams, interpreting satellite photos.</p> <p>In what ways does the geography of South America affect life in the Amazon?</p>	

Term 3B

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>How does the weather affect our lives?</u></p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p>Identify and describe the basic atmospheric elements of the weather;</p> <p>Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices;</p> <p>Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement;</p> <p>Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings;</p> <p>Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur;</p> <p>Recognise and describe how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another;</p> <p>Observe and offer reasons for the distribution of hot and cold places in the world;</p> <p>Explain in simple terms why the temperature of places decreases with distance from</p>	<p><u>How does the geography of Kampong Ayer compare?</u></p> <p><b>Identify</b> and <b>describe</b> the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;</p> <p><b>Compare</b> their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles;</p> <p>Using maps at various scales and online websites, <b>identify</b> time differences and <b>estimate</b> distances between the UK and Brunei and between the UK, Brunei and other locations in the world;</p> <p><b>Identify, describe</b> and <b>observe</b> the types of traditional homes found in Kampong Ayer and <b>compare and contrast</b> these with their own homes and through fieldwork <b>record</b> and <b>categorise</b> types of homes found in the locality of their school;</p> <p><b>Identify</b> the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering <b>reasons</b> for any similarities or differences <b>observed</b>;</p> <p><b>Identify</b> and <b>describe</b> the main elements which make up the weather and <b>understand</b> that weather conditions change from one moment to the next;</p> <p><b>Observe</b> how, generally, temperature decreases towards the north and south poles and</p>	<p><u>Climate and Biomes</u></p> <p>(situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison.</p> <p><b>Geographical skills: World map and key lines of latitude.</b></p> <p><b>How does the climate affect the way people live?</b></p>	<p><u>Deserts</u></p> <p>Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert.</p> <p><b>Geographical skills: Interpreting thematic maps and satellite photographs.</b></p> <p><b>Why are deserts located where they are?</b></p>	<p><u>Interconnected Amazon</u></p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p> <p><b>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</b></p> <p><b>How does agriculture in the Amazon interact with other parts of the world?</b></p>	<p><u>Mountains</u></p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p><b>Recognise, identify</b> and <b>explain</b> what geographers define as mountains and <b>understand</b> how this can lead to disagreements;</p> <p><b>Identify, locate</b> and <b>describe</b> the location of the largest ranges of mountains in the world and the countries that they cover;</p> <p><b>Explain</b> how the movement of plates of the Earth's crust can form ranges of fold mountains;</p> <p><b>Reflect</b> upon, <b>evaluate</b> evidence and reach a <b>conclusion</b> and <b>judgement</b> regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924;</p> <p>Demonstrate that they <b>understand</b> how fossils form and can <b>explain</b> why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;</p> <p><b>Identify, describe, compare and contrast</b> and <b>explain</b> the differences between the Cambrian Mountains of Wales and the Himalaya Mountains;</p> <p><b>Measure, record, compare and contrast</b> climate data for Derek's farm with where they live and begin to offer <b>reasons</b> for their <b>observations</b>;</p> <p><b>Explain</b> and reach a <b>conclusion</b> as to why the mountains of the north</p>

<p>the Equator towards the north and south poles;</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences;</p> <p>Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result;</p> <p>Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica;</p>	<p>increases towards the Equator and suggest <b>reasons</b> for this pattern;</p> <p><b>Describe</b> the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages;</p> <p><b>Identify</b> and <b>describe</b> appropriate forms of transport for particular journeys made and <b>explain</b> why boats and water taxis are used by almost everyone in Kampong Ayer;</p> <p><b>Understand</b> in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity;</p> <p><b>Recognise, describe</b> and suggest <b>reasons</b> for the similarities between a school/ school life in one school in Kampong Ayer and their own school;</p> <p><b>Identify</b> and <b>describe</b> the structure of typical tropical rainforest in Brunei;</p> <p><b>Describe</b>, offer <b>reasons</b> and <b>explain</b> how living things in tropical rainforests are adapted to cope in extreme heat and rain;</p> <p><b>Compare and contrast</b> the structure of a tropical rainforest with a wood in the local area;</p>				<p>and west of the United Kingdom are generally wetter and cooler than places in the south and east;</p> <p><b>Identify, locate, describe</b> and <b>explain</b> the tourist attractions of the Cambrian Mountains by <b>interpreting</b> and <b>making judgements</b> from evidence presented on Ordnance Survey maps;</p> <p><b>Evaluate</b> a range of evidence to make a <b>judgement</b> as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago;</p> <p><b>Understand</b> that even 'green' and 'renewable' energy schemes will have environmental costs, <b>evaluate</b> both sides of an argument and make a <b>judgement</b> about the most appropriate way forward;</p> <p><b>Understand</b> why Scotland is an attractive winter sports centre.</p>
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