

Enfield Academy of New Waltham- Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
	History	History/PSHE	Geography	Geography		PSED	History	
Nursery			<div>Marvellous Creatures</div> <ul style="list-style-type: none">The Natural World: Winter including animal habitatsExplore locality – what animals do we expect to see where we live?How can we take care of animals living in our world?Compare animals where we live to those in different countries.Draw and plot on a map where different animals live.Explore how animals have changed.Use our natural world to explore what it feels and looks like to us.	<div>KUW</div> <div>Big Wide World</div> <ul style="list-style-type: none">The Natural World Spring – Growing and ChangingJourneying - Where have you travelled?PostcardsMap makingExploring google EarthExploring holiday brochuresHabitatsOther countriesWorld ClimateChildren around the worldStories around the worldFood around the worldBuildings around the worldCharles Darwin ExplorationRecycling				
Reception			<div>Marvellous Creatures</div> <ul style="list-style-type: none">The Natural World: Winter including animal habitatsExplore locality – what animals do we expect to see where we live?How can we take care of animals living in our world?Compare animals where we live to those in different countries.Draw and plot on a map where different animals live.Explore how animals have changed.Use our natural world to explore what it feels and looks like to us.	<div>KUW</div> <div>Big Wide World</div> <ul style="list-style-type: none">The Natural World Spring – Growing and ChangingJourneying - Where have you travelled?PostcardsMap makingExploring google EarthExploring holiday brochuresHabitatsOther countriesWorld ClimateChildren around the worldStories around the worldFood around the worldBuildings around the worldCharles Darwin ExplorationRecycling				
	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Geography		Geography		History	History	Geography	
Year 1	<div>My World and my School/Our Local Park (Grammarsaurus)</div> <p>Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Pupils should be taught to use plan perspectives to recognise landmarks and basic human and physical features and construct basic symbols in a key.</p> <p>Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.</p> <p>Pupils should be taught to use aerial plan perspectives to recognise landmarks.</p> <p>Pupils should be taught to devise a simple map.</p> <p>Pupils should be taught to use simple observational skills to study the geography of their school.</p> <p>Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Pupils should be taught to use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: factory, farm, house, office, port, harbour and shop.</p> <p>Pupils should be taught to name, locate and identify characteristics of the four countries of the United Kingdom.</p> <p>Pupils should be taught to use basic geographical vocabulary to refer to key human features, including city, town and village.</p> <p>Pupils should be taught to identify seasonal weather patterns in the United Kingdom.</p> <p>Pupils should be taught to name and locate the world's seven continents.</p> <p>Pupils should be taught to identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p>						<div>Our School Grounds (Grammarsaurus)</div> <p>Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.</p> <p>Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.</p>	

Year 2	My Local Area and Tulum, Mexico (Grammarsaurus) Pupils should be taught to name and locate the world's seven continents and five oceans. Pupils should be taught to use world maps, atlases and globes to identify the continents and oceans studied at this key stage Pupils should be taught to identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should be taught to use world maps and atlases to identify the United Kingdom and its countries. Pupils should be taught to use basic geographical vocabulary to refer to key physical and human features. Pupils should be taught to understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting country. Pupils should be taught to devise a simple map and use and construct basic symbols in a key. Pupils should be taught to use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.				Investigating Weather and Climate (Grammarsaurus) Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information. Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.	
Year 3	Land Use- Yorkshire and Humber Region (Grammarsaurus) Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use. Pupils should be taught to identify and explain land-use patterns and understand how some of these aspects have changed over time. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	The United Kingdom (Grammarsaurus) Pupils should be taught to name and locate the four countries and capital cities of the United Kingdom (KS1 recap.) Pupils should be taught to name and locate cities and geographical regions of the United Kingdom. Pupils should be taught to name and locate counties and cities of the United Kingdom. Pupils should be taught to use geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, oce, port, harbour and shop (KS1 recap.) Pupils should be taught to name and locate areas of the United Kingdom and their identifying human characteristics. Pupils should be taught to locate geographical areas and their identifying physical characteristics. Pupils should be taught to use the eight points of a compass, symbols and keys. Pupils should be taught to use four-figure grid references. Pupils should be taught to name and locate key topographical features of the United Kingdom. Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how these aspects have changed over time. Pupils should be taught to record and present the human and physical features in the local area using a range of methods, including sketch maps.			Bee Conservation (Grammarsaurus) Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Year 4	My Region and the South Aegean, Greece (Grammarsaurus) Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones. Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics including key topographical features (including hills, mountains, coasts and rivers.) Pupils should be taught to locate the world's countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries, and major cities. Pupils should be taught to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes. Pupils should be taught to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.	Coastal Erosion (Grammarsaurus) Pupils should be taught to identify physical characteristics and key topographical features. Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to identify physical characteristics and key topographical features and understand how some of these aspects have changed over time.			Weather and Climate (Grammarsaurus) Pupils should be taught to describe and understand key aspects of physical geography, climate zones. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods. Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.	

Year 5	<div>My Region and the North Region of Brazil (Grammarsaurus)</div> <p>Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p>Pupils should be taught to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Pupils should be taught to identify the prime/Greenwich meridian and time zones (including day and night).</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including rivers.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including mountains.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including climate zones and biomes.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.</p> <p>Pupils should be taught to understand geographical similarities and differences by studying the human geography of a region in the United Kingdom and South America.</p>	<div>Coastal Erosion (Grammarsaurus)</div> <p>Children will describe and understand key aspects of physical geography in the context of coastal features.</p> <p>Children will name and locate the physical characteristics and key topographical features of coasts.</p> <p>Children will understand why some of these aspects have changed over time.</p> <p>Children will begin to understand erosion, deposition and weathering and their effects on coasts.</p> <p>Children will begin to discuss how human activity can affect coasts.</p> <p>Children will relate this knowledge to case studies of UK coasts.</p> <p>Children will identify ways in which people can protect coasts</p>		<div>Biomes (Grammarsaurus)</div> <p>Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including: biomes and vegetation belts.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including biomes.</p> <p>Pupils should be taught to use the eight points of a compass, four and six-figure grid references symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies.</p>	
Year 6	<div>My Region and the Western United States (Grammarsaurus)</div> <p>Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Pupils should be taught to identify the prime/Greenwich meridian and time zones.</p> <p>Pupils should be taught to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including rivers.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including mountains.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including climate zones and biomes.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p> <p>Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within North America</p>			<div>Sustainability (Grammarsaurus)</div> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Pupils should be taught to describe and understand key aspects of human and physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	