

Blue Pathway

The Engagement Model	My Thinking	My Communication	My Body	My Play
<ul style="list-style-type: none"> • Initiation - investigating to bring about a desired outcome • Persistence – sustain attention • Anticipation – predicting, expecting and making associations • Exploration – building on an initial reaction • Realisation – interacting and noticing something new 	<ul style="list-style-type: none"> • Problem solving • Cause and effect • Investigative play • Following a sequence • Use of now/next • Experiencing number, shape and measure • Object permanence • Attention building – focusing on a task • Encountering and experiencing money exchange • Locating places and objects • Purposeful use of switches • Tracking objects and sounds • Visual skills 	<ul style="list-style-type: none"> • Responsiveness • Intentional communication • Using switches • Use of PECs • Eye Gaze • Makaton signing • Engaging and understanding objects of reference • Gesture • Communicating a choice 	<ul style="list-style-type: none"> • Following a sequence • Copying movements • Anticipating movements • Rhythm • Action and gesture • Social interaction • Appropriate movement • Fine motor development 	<ul style="list-style-type: none"> • Shared attention • Motivating objects • Encountering and exploring objects • Interacting with peers and staff • Musical play • Parallel play

Use all their senses in hands-on exploration of natural materials.

Begin to understand the need to respect and care for the natural environment and all living things.

Green Pathway – Primary

	Autumn	Spring	Summer
Year 1		All around me	Africa
Year 2		How does your Garden Grow?	How do people Travel?
Year 3	All about me Where I live, houses		UK Weather
Year 4		People who help us	India
Year 5		Holidays	The Four Seasons

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Green Pathway – Secondary

	Autumn	Spring	Summer
Year 1		My School and Local Communities	Exploring our Oceans
Year 2		The Jungle	The Coast
Year 3	The UK		Biomes
Year 4		Maps and Navigation	Australia
Year 5		Artic and Antarctica	Saving our Planet

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Yellow Pathway – Secondary

	Autumn	Spring	Summer
Year 1	Natural Disasters	The UK	China
Year 2	Mapping	Safari	Seaside
Year 3	Settlements	Water & The Weather	What's it like in London?

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

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;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- 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;
- 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;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Yellow Pathway – Uppers

	Autumn	Spring	Summer
Year 1	The Americas	Trade	Rivers
Year 2	Mountains	Mapping	Eastern Europe
Year 3	Our Planet	Rainforest	Changing World

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- 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 (including day and night).

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- 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;
- 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.