

	Autumn	Spring	Summer	
EYFS	Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	
		Understanding the World	<ul style="list-style-type: none"> 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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
	Reception	Understanding the World	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	
	ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
			The Natural World	<ul style="list-style-type: none"> 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. Understand some important processes and changes in the natural world around them, including the seasons.

Year 1	<p><u>Me and my school</u></p> <p>This unit builds upon the EYFS, Understanding the world. It aims to develop the children understanding and use of positional language. They will begin to describe location and use simple distance and direction vocabulary to navigate.</p>	<p><u>My school in 9 photos</u></p> <p>This unit helps children to understand the importance of describing location precisely, using positional language. Pupils will have the opportunity to hide an item in school and describe its location, before describing the location of the school, by its village, country and continent. Pupils will have the opportunity to look at their school from a birdseye/ ariel view using a map and be able to identify some key human and physical features. Pupils will then link with another school to share what their school looks like, in 9 photos. They will compare and contrast their school to another in a different area.</p>	Where should we put our...
Year 2	<p><u>UK</u></p> <p>This unit introduces pupils to the UK. They will learn the names of the countries that make up the UK, their capital cities (including how they are similar and different) and will be able to recognise the different flags. Pupils will explore villages, towns and cities and identify physical and human features within them.</p>	Local area & contrast	hot/cold

Year 3	<p><u>Sustainable living- houses</u></p> <p>Children will learn how physical location influences the human environment, starting by using knowledge of biomes and climate to predict in which country housing is located. They will then look at how and why houses change over time, before using fieldwork techniques to explore a sense of place. Children then investigate redevelopment and sustainable housing.</p>	Volcanoes	Water pollution (plastics)
Year 4	<p><u>Greece</u></p> <p>Pupils will develop fluency using an atlas to identify the countries of Europe and understand that location influences temperature and vegetation, recognising that patterns (vegetation belts) emerge as a result. Pupils will focus on Greece and its location, looking at similarities and differences to the UK and understand what 'pulls' people to visit Greece. Pupils will then focus in on Kefalonia and learn about how relief affects human activity there and how tourism of Kefalonia has changed over a period of time.</p>	Local area study	Food security
Year 5	<p><u>Rivers</u></p>	Rainforests	<u>Employment and fieldwork</u>

	<p>This unit aims to introduce Key Stage 2 pupils to rivers and the ways in which people use them. Pupils practise cartographic skills and are introduced to physical processes, exploring how rivers change from source to mouth, how humans interact with rivers and how, in one location, this has changed over time. Key Stage 3 will build on this knowledge as they explore in greater depth and in more locations the human and physical processes and interactions at work in drainage basins. This will include erosion, flooding and flood management, water security and energy. This unit intends to seed this knowledge and whet pupils' appetite to learn more</p>		<p>This unit offers children an introduction to local industry and employment. It provides an opportunity for fieldwork skills to investigate how local employment has changed over time, looking at Egger as an example. Pupils will consider the environmental impact of the manufacturing process and learn how Egger aims to mitigate their environmental impact.</p>
Year 6	<p><u>Mountains</u></p> <p>This unit introduces pupils to mountainous environments. Pupils have the opportunity to practise using an atlas and digital technology to locate mountains around the world before developing fluency interpreting contours. Pupils use this knowledge to explore how humans interact with mountainous areas, exploring the costs and benefits of human activities and how we can adapt to live in more hostile environments.</p>	North America (migration)	Bolivia and drugs trade

