



Autumn						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding the World Past and Present</b> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>People Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - 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.</p> <p><b>The Natural World</b> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them</p>	<p><b>Where am I?</b></p> <ul style="list-style-type: none"> <li>Use a simple map to navigate around the school.</li> <li>Identify human features of school environment.</li> <li>Design a picture map of school and use symbols in a key.</li> <li>Follow simple directions e.g. up, down, left and right, beginnings of south, west, north, west.</li> </ul>	<p><b>Around the World</b></p> <ul style="list-style-type: none"> <li>Name and locate the seven continents and five oceans on a map, atlas and globe.</li> <li>Understand where hot areas of the world are due to their proximity to the Equator.</li> <li>Understand where cold areas of the world are due to their proximity to the North or South Poles.</li> </ul>	<p><b>Why settle?</b></p> <ul style="list-style-type: none"> <li>Discuss the reason settlers decided to make Skara Brae their home.</li> <li>Explain what we mean by land usage.</li> <li>Explain the physical features of the land.</li> <li>Explain what is meant by a trade link.</li> <li>Explain the trade links possible for these settlers.</li> <li>Explain the differences between modern life and life in Skara Brae</li> <li>Compare an ancient settlement with a modern one and compare and contrast</li> </ul>	<p><b>The UK – who are we?</b></p> <ul style="list-style-type: none"> <li>Name and locate some of the UK's regions and counties.</li> <li>Use enquiry to understand how images can be used to describe people and places.</li> <li>Describe what is meant by migration and begin to explain why different people have settled in the UK.</li> <li>Begin to explain some of the changes in the UK's population, including its age, location and the impact of migration.</li> <li>Explain why people move within the UK and understand how we can plot movement on a map.</li> <li>Describe the UK's global links, and explain how these contribute to the character of my local area.</li> </ul>	<p><b>Great Britain</b></p> <ul style="list-style-type: none"> <li>Name and locate each country of the United Kingdom and name its capital city.</li> <li>Explain the physical characteristics of different regions of each country and compare and contrast them- mountains, rivers, coastal regions.</li> <li>Discuss reasons why this would make them an appealing place to live e.g. Scotland if you enjoy mountain climbing or South West England if you enjoy surfing.</li> <li>Use digital mapping to explore: different types of settlements and how land is used; compare how land is used differently in different regions of the UK</li> <li>Explain: What the UK exports to the world. Who we trade with. Energy in the country- nuclear, coal, wind, water. Renewable energy- what makes it suitable?</li> <li>Draw a sketch map of their local area, selecting OS maps to help them to do this.</li> <li>Use grid references of maps to plan a route around their local area.</li> </ul>	<p><b>Time zones, can we time travel on Earth?</b></p> <ul style="list-style-type: none"> <li>Explain why we have day and night</li> <li>Explain what lines of longitude are.</li> <li>Use time and date maps and the International Date Line to explore time zones around the world.</li> <li>Understand that time zones can have an affect on travel.</li> </ul>
						<p><b>Farms and factories: where does our food come from?</b></p> <ul style="list-style-type: none"> <li>Describe the processes involved in commercial bread production</li> <li>Describe how food production, processing and distribution has changed over time and identify potential positive and negative impacts of these changes.</li> <li>Explain the impact that climatic and seasonal differences have on food availability.</li> <li>Explain what food miles are and analyse the positive and negative impacts of both locally produced and imported food.</li> <li>Describe how cocoa is grown and the processes involved in manufacturing chocolate, and identify some of the challenges facing small-scale cocoa farmers.</li> <li>Understand and explain reasons why some people don't have enough to eat and share my opinions about potential actions that can be taken to help end world hunger.</li> <li>Describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food.</li> <li>Investigate ways of taking action to make food systems fairer, and better for the plant and its people.</li> </ul>

<p>and contrasting environments, drawing on their experiences and what has been read in class</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Spring					
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	<p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>Name and locate the UK, its four countries and their capitals on a map.</li> <li>Describe characteristics of each capital city in each UK city.</li> <li>Explain seasonal weather patterns in the UK.</li> </ul>	<p><b>The Great Outdoors</b></p> <ul style="list-style-type: none"> <li>Follow a route to Central Park.</li> <li>Recognise symbols on a map, which show human features of the environment.</li> <li>Record the frequency of these characteristics and present them in a simple graph, pictogram or tally chart.</li> <li>Make a simple map to show their route using a set of agreed class symbols.</li> </ul>	<p><b>Plymouth and Roscoff</b></p> <ul style="list-style-type: none"> <li>Locate and name major European countries: France, Germany, Italy, Spain, Greece and Russia.</li> <li>Understand physical geographical features of both Plymouth and Roscoff with regards to the proximity to the coast, being surrounded by Dartmoor</li> <li>Understand the human geographical features of Plymouth and Roscoff - tourist attractions, ferry port and economic output.</li> <li>Be able to compare and contrast the two places using images, videos and maps.</li> <li>Be able to use maps and coordinates to locate features on a map of an area of Plymouth and understand the use of a key to recognise human and physical features.</li> <li>Be able to use the four compass points to give directions to different parts of their locality.</li> </ul>	<p><b>Mountains and volcanoes – what, where and why?</b></p> <ul style="list-style-type: none"> <li>Explain how mountains are formed and shaped over time.</li> <li>Recognise and name key features of a mountain landscape and describe the conditions found on Mount Everest.</li> <li>Name and locate the UK's highest peaks and use OS maps to identify major physical and human features of Yr Wyddfa.</li> <li>Recognise the key features of a volcano and use geographical vocabulary to name and explain them.</li> <li>Describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes.</li> <li>Describe and explain the forces and work when volcanoes erupt, and how these may alter the landscape and environment.</li> </ul>	<p><b>Mountains and Rivers</b></p> <ul style="list-style-type: none"> <li>Use maps to locate the world's major mountain ranges and rivers.</li> <li>Describe and understand key aspects of physical geography; explaining how mountains are formed.</li> <li>Use geographical language to explain the features of mountainous regions and a river's journey.</li> <li>Use geographical language to describe the water cycle.</li> <li>describe and understand key aspects of physical geography including rivers, mountains and the water cycle.</li> </ul>	<p><b>How did Plymouth change after WW2?</b></p> <ul style="list-style-type: none"> <li>Compare and contrast maps of Europe pre and post WW2 and describe what they notice about the changes in country line.</li> <li>Using historical knowledge, describe why these changes occurred.</li> <li>Locate areas of Britain, which were heavily blitzed during WW2 and discuss the commonalities of these places.</li> <li>Discuss why cities had to be reconstructed quickly post war.</li> <li>Compare and contrast of maps and Plymouth both pre and post WW2.</li> <li>Carry out fieldwork to investigate which buildings survived and which were built post war.</li> <li>Discuss why different areas of the city were affected in different ways.</li> <li>Use an OS map to plan a route to investigate areas to carry out their fieldwork.</li> </ul>

**UK region: why is  
Dartmoor a National  
Park**

- Locate and label our National Parks on a map and explain what a National Park is.
- Locate Dartmoor and identify its key human and physical features using geographical language and maps.
- Identify some of the processes that have caused the landscape of mountains and lakes.
- Research and explains some of the impacts of weather and climate on Dartmoor.
- Describe Dartmoor and how the landscape is used by people who work and visit there.
- Explore and explain how human activity is affecting the landscape and identity of Dartmoor.

Summer						
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<p><b>Continents and Oceans</b></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents on a map.</li> <li>Understand the size of each continent in relation to one another.</li> <li>Describe characteristics of each continent (e.g. food grown, weather, people that live there).</li> <li>Name the five oceans on a map.</li> </ul>	<p><b>Incredible India</b></p> <ul style="list-style-type: none"> <li>Be able to locate India on an atlas and globe.</li> <li>Be able to identify the weather patterns in India and compare these to the UK.</li> <li>Be able to discuss how India and UK compare in: population size, land usage, main exports to the world</li> <li>using maps and aerial photographs to do this.</li> <li>Be able to compare Plymouth and India and discuss differences and similarities in: religion, schools, leisure activities, home life, food</li> </ul>	<p><b>China</b></p> <ul style="list-style-type: none"> <li>Be able to locate China on an atlas, digital map and globe.</li> <li>Be able to identify the weather patterns in China and compare these to the UK.</li> <li>Be able to explain the different climate zones in China and discuss these in relation to proximity to the equator.</li> <li>Be able to discuss how China and UK compare in: population size, land usage, main exports to the world using maps and aerial photographs to do this.</li> <li>Be able to compare Plymouth and Beijing and discuss differences and similarities in: religion, schools, leisure activities, home life, food</li> </ul>	<p><b>Jungle Fever</b></p> <ul style="list-style-type: none"> <li>Explain where the Amazon Rainforest is.</li> <li>Identify its position in relation to the Equator and Tropics of Cancer and Capricorn.</li> <li>Describe the physical geographical features observed in the rainforest.</li> <li>Explain how its position produces such a varied ecosystem.</li> <li>Explain the different layers and features of its ecosystem.</li> <li>Describe the causes and effects of deforestation on the area.</li> <li>Discuss the effects of climate change on this region.</li> <li>Plan and carry out a visit to a local wooded area and compare and contrast the physical characteristics observed with the rainforest.</li> <li>Discuss Britain's location in relation to the equator and why our forest will be different.</li> </ul>	<p><b>Vamos Brazil</b></p> <ul style="list-style-type: none"> <li>Use maps to locate the world's major mountain ranges and rivers.</li> <li>Describe and understand key aspects of physical geography; explaining how mountains are formed.</li> <li>Use geographical language to explain the features of mountainous regions and a river's journey.</li> <li>Use geographical language to describe the water cycle.</li> <li>Describe and understand key aspects of physical geography including rivers, mountains and the water cycle.</li> </ul>	<p><b>Global trade</b></p> <ul style="list-style-type: none"> <li>Investigate how we are linked to other people and places through global trade in clothing.</li> <li>Use import and export data to investigate global trade in commodities and manufactured goods.</li> <li>Understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains.</li> <li>Investigate the production of mobiles phones and describe some of the effects the manufacturing process has on people's lives.</li> <li>Describe how different types of goods are transported from producers to supermarkets and evaluate the costs and benefits of different forms of transport.</li> <li>Explain how the choices we make can affect other people, places and environments and reflect on my own opinions about ethical trade.</li> </ul>	