

Key Stage 1	The Gunpowder plot	Nursing in the war	Dinosaur Discoveries
Substantive Concepts	City, London, River Thames, Scotland, commemoration, government (parliament), ruler (king).	Commemoration, discrimination (including racism and sexism), travel, war, Europe, Western Front, France, Germany, River Somme, River Arras	Discrimination, exploration, technology, pre-history, geology, climate, evolution, extinction.
Key Vocabulary	River Thames, London, Houses of Parliament.	Battlefield, Front, Salient, Crimean War, First World War, hospital, nurse, patients, soldier. UK, France, Belgium, Allies, Axis, Germany, Austria	Climate change, archaeologist, migration, extinction, fossil, Fossil, Geology, Ichthyosaur, Lyme Regis, Marine, Natural History Museum, Palaeontologist, Plesiosaur, Pterodactyl, skeleton
Thematic Hook	<p>The pupils are required by the commission to carry out extensive research on the Gunpowder Plot, an event that holds significant historical importance in Britain. The objective is to educate readers through a series of newspaper articles that showcase the evolution of the English monarchy and the impact of religious beliefs.</p> <p>However, the team realizes that the evidence may not always reflect actual events and may have been exaggerated. Hence, they aim to rectify this by highlighting how people's beliefs were</p>	<p>The purpose of this teams work is to conduct a thorough investigation into Florence Nightingale's impact on the Crimean War, with the ultimate goal of creating a captivating permanent exhibition for the St Thomas's Hospital accident and emergency waiting room. The exhibition should not only entertain and educate hospital visitors about the most influential female nurse in the Crimean War, but also demonstrate the evolution of nursing since the Victorian era, with a special emphasis on Florence Nightingale's influence.</p>	<p>A team of expert scientists are sent to a secret island location to study, protect and survive a colony of previously thought extinct creatures. The island is shrouded in secrecy and the Worldwide League for Nature (WLN), who own and protect it, are careful to ensure that the team work cautiously, without causing any damage to the island's environment and keeping everything under wraps. The scientists have a daunting task ahead of them as they work to protect the animals and the ecology of the island, which has sustained them for</p>

	<p>used to discriminate. The team remains open to the possibility of discovering other notable figures involved in the war but would need sufficient evidence before including any additions to the emerging story.</p> <p>To gain a deeper understanding of the role of nurses during the Tudor era, the history detectives will visit various locations in London, Worcestershire, and present-day exhibition planning. The project covers the period following the formation of the Church of England and its impact on national and international relations.</p>	<p>The team is committed to addressing the historical underrepresentation of women by highlighting Florence Nightingale's accomplishments in the exhibition. However, they are open to the possibility of discovering other noteworthy figures involved in the war and will require sufficient evidence before adding anything to the exhibition.</p> <p>The team of history detectives will fully immerse themselves in the role of nurses during their journey to Scutari hospital, where they will gain a deeper understanding of the nurses' role in the war. The project will span various locations, including London, the nurse interview board, the Crimean battlefield, Scutari hospital, and present-day exhibition planning, covering the period immediately following Florence Nightingale's departure to the present day.</p>	<p>millions of years. Furthermore, their mission is about to get a whole lot tougher as the island's volcano, previously thought to be dormant, starts showing alarming signs of activity.</p> <p>The team's work raises many inquiry questions, such as our responsibilities to preserve and protect endangered animals and other species, what living creatures need to survive and flourish, how we can manage the environment sustainably, and why this is important now and in the future. Additionally, we can learn a lot from the past about our planet's history and the place of human beings, as well as the consequences of our actions on the environment. Finally, we must consider the ethical question of what we should sacrifice to protect other animals and the planet.</p>
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<p>Geographical Substantive knowledge</p>	<p>Guy Fawkes hailed from York and received his education there. He later embraced the Catholic faith and journeyed to Spain to assist the Catholic Spanish in their fight against the Protestant Dutch during the Eighty Years' War, before subsequently moving to the Netherlands. Children will utilize color-coded maps to distinguish which regions were Catholic and which were Protestant during Guy Fawkes' era.</p> <p>On the 8th of November 1605, soldiers finally discovered Thomas Percy at Holbeche House in Staffordshire. He had been hiding with some of the other conspirators, including their leader Robert Catesby. During the ensuing battle, both Thomas Percy and Robert Catesby tragically lost their lives, while the remaining conspirators were apprehended.</p>	<p>During the First World War, several women stepped up to fill in for men's job roles, while others provided assistance to the wounded soldiers returning from the front lines. The Western Front, which spanned over 400 miles across France and Belgium from the Swiss border to the North Sea, was the crucial battleground during this global conflict. The Central Powers, comprising primarily of Germany, Austria-Hungary, and Turkey, stood opposed to the Allies, which included France, Great Britain, Russia, Italy, Japan, and, starting in 1917, the United States and Canada.</p>	<p>On their voyage of discovery, children will identify the location of Jurassic coast on a UK map and travel back in time to study Pangea and its position on the globe, learning how Earth was constructed of one land mass billions of years ago. Class 1/2 will question and investigate how world geography has changed, how world weather patterns differ in different locations and how climate has changed over time.</p>
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<p>Locational Knowledge</p>	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe</p> <p>How did the land use change during the period of the plot?</p>	<p>name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe</p>	<p>location of Jurassic coast on a UK map and</p> <p>investigate how world geography has changed (Pangaea) and how world weather patterns differ in time and place.</p> <p>name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
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<p>Place knowledge</p>	<p>One way to gain a better understanding of geographical similarities and differences is by studying the human and physical geography of a small area in the United Kingdom and in a contrasting non-European country. In doing so, we can explore the impact of conflict between Catholics and Protestants on the populations of these areas, including aspects such as displacement, trade, and other related factors. This can provide valuable insights into the complex relationships between geography, culture, and history, and help us to better understand the world around us.</p>	<p>In geography education, pupils are encouraged to develop their contextual knowledge of globally significant places. The aim is to help them understand the world, the United Kingdom, and their own locality. As part of their education, children learn basic vocabulary related to both human and physical geography. One common exercise in geography education is to compare a local city or town in the UK with a contrasting city or town in a different country, in order to help students appreciate the similarities and differences between different places and cultures.</p>	<p>In geography, it is important for pupils to develop contextual knowledge of globally significant places, including an understanding of the world, the United Kingdom, and their own locality. An essential aspect of this involves gaining knowledge about human and physical geography and understanding basic vocabulary related to these topics.</p> <p>As part of this learning process, pupils are often asked to compare a local city or town in the UK to a contrasting city or town in a different country. This can be achieved by using key vocabulary related to geography, including terms like compare, capital city, China, Asia, country, population, weather, similarities, differences, river, desert, and volcano. By using these terms, pupils can better demonstrate their understanding of the similarities and differences between different regions of the world, as well as the unique physical, cultural, and economic characteristics of different places.</p>
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<p>Environmental, physical and human geography</p>	<p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Look at statistics about Catholics martyrs before and after the English Reformation. What does this tell the children about the persecution suffered by the Catholics?</p>	<p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>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;</p>
<p>Geographical skills and Fieldwork</p>	<p>At this key stage, it is important to use world maps, atlases, and globes to identify countries, continents, and oceans. You can also use simple compass directions and locational techniques to describe the location of features and routes on a map. Additionally, you can devise a simple map and use basic symbols in a key. In order to demonstrate knowledge and understanding in this strand, it is essential to use key vocabulary such as compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK,</p>	<p>As part of their educational journey, children build on their Early Years Foundation Stage (EYFS) knowledge of their environment by learning to use maps. They become familiar with how to locate places, identify features, and understand symbols and keys. Additionally, they learn how to use world maps, atlases, and globes to identify the countries, continents, and oceans studied at this key stage. Children also learn how to use simple compass directions and locational and directional language to describe the location of features and routes on a map. They also learn to devise a simple map and use and</p>	<p>As part of their geography education, children are expected to develop an understanding of the physical and human geographical features of the world. Specifically, they should be able to identify seasonal and daily weather patterns and use basic geographical vocabulary to refer to key physical features such as beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soil, valleys, vegetation, seasons, and weather. This knowledge will help them gain a better understanding of the world they live in and the different elements that shape it.</p>

changes, tally chart, pictogram, world map, country, continent, human, and physical.

construct basic symbols in a key. Furthermore, they develop simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.

Key Stage 1	The Great Fire of London	War and remembrance	Explorers
Substantive Concepts	Building, city, commemoration, ruler (king), River Thames, land use change	Army, commemoration, nation/country, peace, society, war (battle, conflict), technology.	Commemoration, discrimination (including racism and sexism), exploration, technology, travel.
Key Vocabulary	Bakery, diary, fire engine, firefighter, rebuilt, River Thames, St Paul's Cathedral, Land use, building materials.	Army, courage, front line, home front, poppy, remembrance, trenches.	Achievement, astronaut, equipment, expedition, explorer, polar, significant.
	In the aftermath of the devastating fire that ravaged London in September of 1666, King Charles II is seeking a team of elite fire marshals who are capable of preventing future disasters. These volunteers will receive extensive training and equipment to ensure they are fully prepared to handle any situation that may arise. Additionally, the team will investigate the cause of the fire and provide recommendations on how to rebuild the city. It is crucial that all aspects of the disaster are thoroughly	The team in charge of organizing the Schools remembrance activities has an important task ahead of them. They are responsible for designing and delivering a church service and an educational exhibition about the Great War. Their objective is to provide the students with a comprehensive understanding of the origins, events, and legacy of the war. In the final half term, the team will also prepare a display and presentation for parents, which will cover the 1914	The scientific research centre in the Arctic has sent a letter to a team of Arctic Explorers requesting their assistance in making observations and taking readings regarding the evidence of polar bears in the area. The request comes after Jan, a scientist responsible for observing the impacts of global warming on the Arctic and its inhabitants, reported a decline in polar bear numbers. Jan and her partner scientists have been tasked with observing polar bear numbers, temperatures, and measuring the ice

	<p>examined to prevent any potential threats from arising.</p>	<p>Christmas Truce. This event marked an official ceasefire that silenced the guns for twenty-four hours. On Christmas day, soldiers from both sides, who had been trying to kill each other for months, left their trenches and began to fraternize in no-man's land. They shared drinks, smoked cigars, and even played football in some places.</p> <p>The purpose of this unit is to introduce students to this historical event and to discuss its tensions and significance. The sessions involve inquiry, where students will look at photographs, ask questions and discuss implications, drama, where they will enact moments from the day using the conventions of a film that can be stopped and started, a study of history, where they will use video documentaries, and a writing task to summarize their understanding of the event.</p>	<p>thickness within a 50-mile radius from the base. However, the area is too vast for them to cover alone, and they need the Arctic Explorers to help them.</p> <p>The situation raises some interesting questions: How do animals survive and thrive in the Arctic environment? Is it our responsibility to protect the environment for future generations? What are the consequences of human actions on the planet? Is it urgent to protect the polar ice caps? What would be the possible impacts of uncontrolled melting? What do we need to survive in Arctic conditions?</p>
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<p>Substantive Knowledge</p>	<p>1666 marked the year of the Great Fire of London, which began in a bakery located on Pudding Lane. During the 17th century, structures were primarily constructed from wood and straw, and were built closely together, providing ample opportunity for fires to spread. Furthermore, the warehouses surrounding Pudding Lane contained flammable materials like oil and rope, which only fueled the flames. The dry summer season that year worsened the situation. The fire quickly spread, and within hours, London Bridge by the River Thames was ablaze. For four days, strong winds propelled the fire throughout the city, destroying a third of it - equivalent to an area of 280 football pitches! The fire destroyed approximately 13,200 homes, 87 churches, as well as iconic buildings such as St. Paul's Cathedral and The Royal Exchange. Although only six official deaths were recorded, it is likely that the actual figure is much higher. The aftermath of the disaster left 70,000 people homeless, and the city was plagued by theft, disease, and other crimes. The process of rebuilding the city took nearly 50 years, with temporary buildings and camps established to provide shelter through the winter. In the years that followed, buildings were reconstructed further apart and made with stone. Sir Christopher Wren designed a new plan for St. Paul's Cathedral, which was then rebuilt.</p>	<p>The period between 1914 and 1918 was marked by the First World War, a time when brave soldiers like Walter Tull fought valiantly. Their memories are enshrined in various ways, such as through monuments, plaques, and symbols like poppies. Soldiers in that era were often found fighting in trenches, while women took up men's jobs. Every 11th of November, the world observes Remembrance Day, a time to honor those who fought in wars. The Central Powers, comprising Germany, Austria-Hungary, and Turkey, battled against the Allies, mainly France, Great Britain, Russia, Italy, Japan, and, from 1917, the United States and Canada.</p>	<p>Ibn Battuta embarked on extensive expeditions in order to broaden his knowledge of diverse locations, exploring for nearly three decades. Matthew Henson was among the pioneering explorers who successfully reached the North Pole. Felicity Aston stands as the first woman to have independently skied across the vast expanse of Antarctica. The NASA team of 1969 famously aided Neil Armstrong and Buzz Aldrin in their historical landing on the moon, marking the first time humans had ever set foot on its surface. Significant individuals are those who society deems to have accomplished something noteworthy, and are frequently commemorated with monuments and plaques.</p>
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<p>Locational knowledge</p>	<p>name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p>	<p>name and locate the world's seven continents and five oceans;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p>	<p>name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>
<p>Place knowledge</p>	<p>Children can apply the skills of observing similarities and differences to places as well as people.</p>	<p>Pupils develop contextual knowledge of the location of globally significant places.</p> <p>They develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children begin to understand basic vocabulary relating to human and physical geography.</p>	<p>Children use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>

<p>Human and Physical Geography</p>	<p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Children will understand key physical and human geographical features of the world.</p> <p>Children identify seasonal and daily weather patterns.</p>	<p>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;</p> <p>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;</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p>Geographical skills and fieldwork</p>	<p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p> <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, key, map,</p>	<p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p> <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, key, map,</p>	<p>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p> <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human</p>

	<p>symbols, direction, position, route, journey, the UK, changes, world map, country, human.</p>	<p>symbols, direction, position, route, journey, the UK, changes, world map, country, human.</p>	<p>and physical features, using a range of methods;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
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Key Stage 1	Castle renovators	The Tudor House	Dinosaur Discoveries
Substantive Concepts	Building, city, commemoration, ruler (king),	Power, monarchy, war, society, settle, migrate, religion, exploration	Discrimination, exploration, technology, pre-history, geology, climate, evolution, extinction.
Key Vocabulary	Position, protection, water, food, materials, trade, hills, motte, bailey	Castle, Manor, Monarchy, Merchants, Catholics, Protestants, exploration, colonisation, the New World, Armada, Politics, Marine, ships, invade, habitat, flora, fauna	Climate change, archaeologist, migration, extinction, fossil, prehistoric, technology, Anatomy, Coprolite' Crocodile, Curiosity, Dinosaur, Dragon, Fossil, Geology, Ichthyosaur, Lyme Regis, Marine, Natural History Museum, Palaeontologist, Plesiosaur, Pterodactyl, skeleton
	A ruined castle owner has hired a restoration team to restore the castle to its former glory and make it safe for visitors. The team's primary responsibility is to ensure everyone's safety while working in	The task at hand is to restore a once grand Tudor house that was built in the year 1509. This Tudor manor house has a rich history and is said to have been the location of secret meetings between Henry VIII	A team of expert scientists is conducting research on a secret island to study and safeguard a colony of creatures that were once considered extinct. The Worldwide League for Nature (WLN) owns and

	<p>the dangerous building. They will then repair and restore the castle to its original state. During the restoration process, the team will come across various signs that reveal how the castle was once used and what significant events occurred during its long history. These discoveries are vital as they serve as "bridges" to the past.</p> <p>The Castle Restoration Team has the power to decide what needs to be done and make the castle safe for visitors. They are also responsible for investigating the castle's history, restoring it faithfully, opening it to visitors, and explaining the castle's history to them. The team values conserving the past, finding out about it, protecting it, and communicating it in a way that people will understand.</p> <p>The castle owner is a high authority client who recognizes that the restoration team has the necessary expertise and knowledge. Although the owner will have questions and</p>	<p>and Anne Boleyn before his divorce from Catherine of Aragon. The family who owned the house were also secret Catholics after the reformation and had a priest hole built to hide a Catholic priest. Despite the house's colourful past, it has fallen on hard times and is currently a rundown and neglected museum. In the 1960s, it narrowly avoided demolition. The commission of a team of curators has been given to restore the house to something like its former glory. They are also tasked with researching the house's fascinating history and its vast collection of historical artefacts to attract new visitors. The ultimate goal is to ensure the house has a successful future.</p>	<p>protects the island, and the team is responsible for ensuring the creatures' safety and well-being while avoiding any harm to the environment and maintaining secrecy to prevent any threats or exploitation. However, the team's mission is about to become more hazardous as the supposedly dormant volcano on the island shows signs of alarming activity. This event raises questions about preserving and protecting endangered species, the need to protect the environment and its habitats, and the impact of human actions on the planet. Understanding these relationships is essential to appreciate the significance of protecting our planet for future generations.</p>
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	<p>concerns, they will defer to the team's better judgment. Once the castle's safety is ensured, the owner plans to make it accessible to visitors. However, the owner's intention is not to turn it into a fun park but to create an educational experience for visitors to learn about the castle's history as they walk around.</p>		
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<p>Substantive Knowledge</p>	<p>Children will gain knowledge in human and physical geography of castle areas through fieldwork and map work. They will also grasp the main features and their purpose, specifically in regards to the positioning of castles. Pupils will develop spatial awareness and map skills to locate castles both domestically and internationally. They will analyze similarities and differences, geographically and historically, in order to explain the distribution of castles throughout the UK. In addition to utilizing map skills, they will also identify castles in the local area by means of aerial photos.</p>	<p>Through the use of maps, charts, and newly opened trade routes, Tudor explorers expanded their understanding of the world. Among England's most renowned monarchs, Henry VIII played a significant role in the development of the Church of England and encountered conflicts with Catholics both domestically and internationally. Ships served multiple purposes, including exploration, transportation, trade, and warfare, leading to numerous sea battles between England, France, and Spain. Notably, Sir Walter Raleigh stands out as one of England's most celebrated explorers.</p>	<p>During Mary's time, the field of science was predominantly male-dominated and the understanding of the earth was heavily influenced by Christian beliefs. The animals and plants that existed during the era of dinosaurs were vastly different from those in the present day. Habitats, along with their fauna and flora, have evolved over time in response to climate change and human activity. Humans did not exist during the time of the dinosaurs. A paleontologist, such as Mary Anning, is a geologist who studies dinosaurs by excavating fossilized bones and coprolites. Children learn that dinosaurs existed in the past and after their extinction event, humans eventually came into existence, which is often represented on a basic timeline.</p>
<p>Locational knowledge</p>	<p>name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries</p>	<p>name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries</p>	<p>name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries</p>

	<p>and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city,</p>	<p>and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>and capital cities of the United Kingdom and its surrounding seas;</p>
<p>Place knowledge</p>	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p>	<p>compare the UK with a contrasting country in the world;</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: The Americas, London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>

<p>Environmental, Human and Physical Geography</p>	<p>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;</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <p>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;</p> <p>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;</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>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;</p> <p>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</p>
<p>Geographical fieldwork and skills</p>	<p>use maps, simple compass directions and locational and</p>	<p>use world maps, atlases and globes to identify the countries, continents</p>	<p>use world maps, atlases and globes to identify the countries,</p>

	<p>directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p> <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, human, physical.</p>	<p>and oceans studied at this key stage;</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p>	<p>continents and oceans studied at this key stage;</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key</p>
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