

Year 1: Autumn

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>• Talk about where I live (e.g. flat/house number, name of street) (N3-4 Aut1)</li> <li>• Location of UK on a globe (N3-4 Aut1)</li> <li>• Materials can be artificial (man-made) or natural (N3-4 Aut2)</li> </ul>	<ul style="list-style-type: none"> <li>• We live on the <b>Earth</b>.</li> <li>• My home, our school and our community is at the <b>local scale</b>.</li> <li>• Human settlements can be a <b>city, town, or village</b>, depending on their size.</li> <li>• <b>Human</b> features are man-made, <b>physical</b> features are those that would be there without humans</li> <li>• Human features in my local area include: [dependent on school]</li> <li>• Physical features in my local area include: [dependent on school]</li> <li>• Key words: <b>river, forest, soil, hill, shop, house and office</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mapping our local area (Y2 Aut)</li> <li>• Countries of the UK (Y1 Spr)</li> <li>• Settlements can be hamlets, villages, towns or cities (Y3 Spr)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li>• Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.</li> <li>• Use directional language (not left and right) to describe and interpret directions.</li> <li>• Recognise that drawings are not the same size of features in real life.</li> <li>• Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Use photographs in objects and features in elevation view (from front).</li> <li>• Use photographs of objects and features in oblique view (from diagonally above).</li> <li>• Use photographs of objects in <u>plan</u> view (from directly above).</li> <li>• Use simple picture maps.</li> <li>• Use a basic key to interpret and identify places on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that our home, our school and our community are at the local scale.</li> <li>• Interpret and give locations and directions using language of left, right, near and far.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Draw a route on a map and label features in correct order.</li> <li>• Use a simple map (Google maps) in a plan view.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2). (Y2)</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Use satellite images (Google Earth) in a plan view.</li> <li>• Use aerial photographs of places in a plan view.</li> <li>• Use and interpret 4 compass points (north, south, east and west) (Y2)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Humans can affect and may be influenced by different places and physical processes. (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features.</li> <li>• <b>Enquiry &amp; fieldwork:</b> Recognise simple hazards and steps we can take to avoid them</li> <li>• <b>Enquiry &amp; fieldwork:</b> Draw a basic field sketch of one area</li> <li>• <b>Enquiry &amp; fieldwork:</b> Observe and name features in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comparisons:</b> Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). (Y1)</li> </ul>	
VCs	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> Where I live (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place: Case study:</b> Local area.</li> <li>• <b>Physical processes:</b> We live on the <b>Earth</b>.</li> <li>• <b>Physical processes:</b> <b>Physical features</b> occur in nature and include river, forest, <b>soil</b> and hill.</li> <li>• <b>Human processes:</b> Human features are man-made. They include settlements, shops, houses and offices.</li> <li>• <b>Human processes:</b> Settlements can be villages, towns or cities, depending on their size.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Human processes:</b> Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3)</li> </ul>	

Year 1: Spring

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>• Features include beach, hill, forest, river, sea, village, town and city (N3-4 Sum1)</li> <li>• My home, our school and our community is at the local scale (Y1 Aut)</li> <li>• Human settlements can be a city, town or village, depending on their size (Y1 Aut)</li> <li>• Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li>• Key words: <b>river, forest, soil, hill, shop, house and office</b> (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• My home, our school and our community is at the local scale, UK and countries are at the <b>national scale</b>.</li> <li>• The UK is made of four <b>countries</b>: England, Scotland, Wales and Northern Ireland.</li> <li>• The <b>capital cities</b> of the four countries in the UK are <b>London</b> (England), <b>Edinburgh</b> (Scotland), <b>Cardiff</b> (Wales) and <b>Belfast</b> (Northern Ireland).</li> <li>• <b>Rural</b> means countryside, <b>urban</b> means towns and cities.</li> <li>• Rural areas include farmland. This can be for either <b>pastoral</b> or <b>arable farming</b>.</li> <li>• The amount and types of wildlife varies between rural and urban areas. In urban areas, we have urban foxes, pigeons and squirrels. In rural areas, we see deer, badgers, wetland birds and birds of prey.</li> <li>• <b>Coastal</b> areas are areas of land that are near the sea. They can be rural or urban.</li> <li>• Features in coastal areas include <b>beach, cliff, sea and ocean</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)</li> <li>• UK, Great Britain, British Isles (Y3 Aut)</li> <li>• The UK is split into regions and counties (Y3 Aut)</li> <li>• Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum)</li> <li>• There are several mountain ranges in the UK, including Grampian Mountains (Scotland), <b>Pennines</b> (England) and Cambrian Mountains (Wales) (Y3 Aut)</li> <li>• The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut)</li> </ul>
	Procedural	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Draw a route on a map and label features in correct order.</li> <li>• Use a simple map (Google maps) in a plan view.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale.</li> </ul> <p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Identify land and water on a map.</li> <li>• Identify country boundaries on a map.</li> <li>• Use photographs of places in oblique view.</li> </ul>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>• Identify county boundaries on a map (Y3)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li>• <b>Enquiry &amp; fieldwork:</b> Observe and name features in the environment (Y1)</li> <li>• <b>Interconnections &amp; change:</b> Settlements are influenced by both human and physical features. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comparisons:</b> Identify similarities and differences between capital cities and our local area</li> <li>• <b>Comparisons:</b> Comparing features of urban, rural and coastal areas.</li> <li>• <b>Interconnections &amp; change:</b> Humans are affected by physical features everyday (e.g. weather)</li> <li>• <b>Interconnections &amp; change:</b> Land use varies due to changes in human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comparisons:</b> Identify similarities and differences between my local area and other places at the same scale (Nairobi and <b>Naro Moru</b>). (Y1)</li> </ul>	
VCS	<ul style="list-style-type: none"> <li>• <b>Physical processes:</b> <b>Physical features</b> occur in nature and include river, forest, <b>soil</b> and hill. (Y1)</li> <li>• <b>Human processes:</b> Human features are man-made. They include settlements, shops, houses and offices. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Space &amp; place:</b> The UK is made of four countries: England, Scotland, Wales and Northern Ireland.</li> <li>• <b>Space &amp; place:</b> The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</li> <li>• <b>Physical processes:</b> <b>Coastal</b> areas are areas of land that are near the sea. Features in coastal areas include beach, <b>cliff</b>, sea and <b>ocean</b>.</li> <li>• <b>Human processes:</b> Rural means countryside, urban means towns and cities.</li> <li>• <b>Human processes:</b> The population of rural areas is smaller than urban areas.</li> <li>• <b>Human processes:</b> Rural areas include farmland. This can be for either pastoral or arable farming.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Human processes:</b> Humans use seas and oceans for economic and leisure uses. The main economic use is trade. (Y2)</li> </ul>	

## Year 1: Summer

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> <li>Different countries in the world experience different types of weather (Rec Sum1)</li> <li>The North Pole and the South Pole are at the top and bottom of the Earth (Rec Sum1)</li> <li>Location of Kenya on a globe (Rec Sum1)</li> <li>Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like <u>Handa</u> does (Rec Sum1)</li> <li>We live on the Earth (Y1 Aut)</li> <li>Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li>My home, our school and our community is at the local scale, UK and countries are at the national scale Rural means countryside; urban means towns and cities (Y1 Spr)</li> <li>Rural areas include farmland. This can be for either pastoral or arable farming (Y1 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>There are seven <b>continents</b> in the world, six of which people live on.</li> <li>There are countries within each continent (except Antarctica).</li> <li>While the school and community are at the local scale, and countries are at the national scale, continents are at the <b>global scale</b>.</li> <li>The <b>Equator</b> is an imaginary line <b>across</b> the Earth.</li> <li>The <b>North Pole</b> and the <b>South Pole</b> are at the top and bottom of the Earth.</li> <li>Kenya is a country in Africa which has the Equator running through it.</li> <li>Urban areas in different parts of the world have similarities and differences.</li> <li>There are poorer and wealthier areas in every city.</li> <li>Human and physical features of Nairobi and local city in UK.</li> <li>Rural areas in different parts of the world have similarities and differences.</li> <li>Human and physical features of Naro Moru and local rural area in UK.</li> </ul>	<ul style="list-style-type: none"> <li>The five oceans (Y2)</li> <li>Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Y4)</li> <li>Lines of longitude run north to south. The main one is called the Prime Meridian (Y4)</li> <li>Lines of latitude run east to west. The main ones are called the Equator, Tropic of Cancer and Capricorn, Arctic and Antarctic Circle (Y4)</li> <li>The Equator splits the Earth into the Northern and Southern Hemispheres (Y4)</li> <li>The Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Y4)</li> </ul>
	Procedural	<ul style="list-style-type: none"> <li><b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1)</li> <li><b>Map skills:</b></li> <li>Globe (EYFS)</li> <li>Simple map (Google maps) (Y1)</li> <li>Photographs of places in an oblique view (Y1)</li> <li>Identify country boundaries on a map (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale.</li> <li><b>Map skills:</b></li> <li>The Equator is an imaginary line across the Earth.</li> <li>Use an infant atlas.</li> <li>Use and interpret 2 compass points (north and south).</li> </ul>	<ul style="list-style-type: none"> <li><b>Using map types:</b></li> <li>Use and interpret 4 compass points (north, south, east and west). (Y2)</li> <li>Junior atlas (Y3)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between my local area and another place at the same scale (southwest Kenya). (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru).</li> </ul>	<ul style="list-style-type: none"> <li><b>Comparisons:</b> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). (Y2)</li> </ul>	
VCS	<ul style="list-style-type: none"> <li><b>Space &amp; Place:</b> North Pole and South Pole (N3-4)</li> <li><b>Human processes:</b> Settlements can be villages, towns or cities, depending on their size. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).</li> <li><b>Space &amp; place: Case study:</b> Kenya</li> <li><b>Human processes:</b> There are poorer and wealthier areas in every city.</li> </ul>	<ul style="list-style-type: none"> <li><b>Space &amp; place:</b> There are five oceans in the world.(Y2)</li> <li><b>Physical processes:</b> Rivers travel from highland areas to lowland areas. Physical features around rivers include <b>valleys</b>, mountains, hills and <b>vegetation</b>.(Y2)</li> </ul>	