

EYFS	
<p>Communication and language</p> <ul style="list-style-type: none"> • Communicate a route using positional language • Listen attentively and respond to discussions about place and space • Discuss how places make them feel <p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> • Discuss places that make them feel safe and less safe and how they might mitigate those • Discuss why places feel good or bad <p>Physical Development</p> <ul style="list-style-type: none"> • Relate to the challenge of walking up a steep hill/swimming • Begin to show accuracy and care when drawing <p>Mathematics</p> <ul style="list-style-type: none"> • Talk about the shapes of landmarks • Count the number of landmarks • Estimate the number of landmarks • Spot patterns in the environment around them 	<p>Understanding the world</p> <ul style="list-style-type: none"> • Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different 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 – where appropriate – maps • Explore the natural world around them, making observations and drawing on pictures of animals and plants • Know some similarities between the natural world around them and contrasting environments, drawing on their experience and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Use a variety of materials to create their own representations of the world around them • Tell stories based on the world around them <p>Literacy</p> <ul style="list-style-type: none"> • Practice writing geographical terms • Write sentences based on pictures from around the world

Key Stage One

Year 1		
Substantive Knowledge	<p>What makes Abbey Wood special?</p> <ul style="list-style-type: none"> • Recognise that Abbey Wood is located in London, the capital city of the United Kingdom. • Identify Abbey Wood’s position on a simple map of the local area or a map of London. • Understand the basic physical features of Abbey Wood, such as the presence of the River Thames nearby. • Discover green spaces within Abbey Wood, such as parks and nature reserves. • Learn about the types of housing and buildings found in Abbey Wood, distinguishing between residential and commercial areas. • Discuss the communities and some of the local services that people in Abbey Wood use (e.g., schools, shops, and health services). 	<p>What can we learn from maps?</p> <ul style="list-style-type: none"> • Identify and name the four countries that make up the United Kingdom and their capital cities, and the surrounding seas. • Locate on a map the countries of the United Kingdom and their capital cities. • Identify the national flags of each country and discuss the Saint Andrew's Cross, Saint George's Cross, and Saint Patrick's Cross, which combine to form the Union Jack. • Use basic geographical vocabulary to describe key human features, including city, town, village, farm, house, office, port, harbour, and shop. • Identify and comment on the physical features of their own school and its grounds and the key human and physical features of its surrounding environment. • Know directional vocabulary – left, right, forward and backwards
	<p>What effects do the changes in weather have around the world?</p> <ul style="list-style-type: none"> • Demonstrate a basic understanding of the weather patterns in the United Kingdom and wider world and how these can vary from place to place. • Describe the seasonal changes and how the weather affects the physical landscape of the United Kingdom and specified world countries. • Identify hot and cold areas of the world in relation to the equator. 	

Substantive Knowledge	<ul style="list-style-type: none"> Explore how the local environment in Abbey Wood is taken care of, looking at aspects such as litter, recycling, and community projects. 		
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Year 2			
Substantive Knowledge	<p><u>What makes London and the United Kingdom unique?</u></p> <ul style="list-style-type: none"> Recognise the physical features of their nearest capital city, London. Describe the human features of London, including buildings, jobs, the local community, and transport. Begin to understand the difference between the UK, Great Britain, and the British Isles, using correct geographical terminology. Identify contrasting features between each of the 4 countries. Understand simple compass directions (North, South, East, and West) and use them to locate features and routes on a map. 	<p><u>How does the weather shape our environment?</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, valley, and weather. Develop their understanding of the physical and human features of each continent (For example, associating Africa with the Sahara Desert and Europe with capital cities like London and Paris). 	<p><u>What can we discover by comparing Mexico's culture and geography to ours?</u></p> <ul style="list-style-type: none"> Compare two contrasting localities including physical and human features. Understand the cultural differences between the local area and the contrasting non-European country they are studying. Recognise how these cultural differences manifest in the daily life, festivals, traditions, and customs.

Key Stage Two

Year 3			
Substantive Knowledge	<p><u>What makes someone a hero in our community?</u></p> <ul style="list-style-type: none"> Understand the types of settlement and land use <p>This unit contains a significant amount of disciplinary knowledge.</p>	<p><u>Why Do Natural Disasters Happen in Certain Parts of the World?</u></p> <ul style="list-style-type: none"> Know what a volcano is, including the components such as the magma chamber, vent, crater, and lava. Understand the difference between an active, dormant, and extinct volcano. Describe how earthquakes occur, explaining the concept of tectonic plates, faults, and the release of energy through seismic waves. Identify regions globally that are prone to volcanoes and earthquakes Know the immediate and long-term effects of volcanoes and earthquakes. Identify the position and significance of latitude, longitude, equator, northern and southern hemispheres and the Tropics of Cancer and Capricorn. 	<p><u>Why is Spain a popular destination?</u></p> <ul style="list-style-type: none"> Identify the UK and Spain on a world map, highlighting their location in Europe. Describe major physical features of both countries, such as mountain ranges, rivers, and coasts. Understand the difference between the climate of the UK and the climate of Spain. Discuss major cities in both countries Identify key aspects of cultural heritage in the UK and Spain, including language, festivals, and national holidays. Understand the role of tourism on the economies of both countries

Year 4

Substantive Knowledge	<p>Why are rivers important to humans?</p> <ul style="list-style-type: none"> • Explain what a river is and understand the basic parts of a river including the source, course (upper, middle, lower), and mouth. • Identify and describe key river features such as tributaries, meanders, oxbow lakes, deltas, and floodplains. • Describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection, particularly focusing on how it relates to river formation. • Discuss processes such as erosion, transportation, and deposition in the context of how rivers shape the landscape. • Understand how humans use rivers for activities such as irrigation, transportation, and as a water supply, and discuss the importance of rivers to communities. • Identify and discuss the impact of human activity on rivers, including pollution and river management strategies like damming and rerouting. • Recognise and name major world rivers such as the Nile, Amazon, and Yangtze, and locate them on a world map. • Identify environmental concerns associated with rivers, including pollution and the effects of climate change on river ecosystems. • Discuss simple conservation strategies that can help protect and preserve river environments. 	<p>Should the earth's resources be shared equally?</p> <ul style="list-style-type: none"> • Identify routes to the UK using different transportation methods from Europe, North and South America • Recognise the significance of the environment on human life and discuss the importance of sustainable management of the Earth's resources. 	<p>Were the Anglo Saxons and Vikings vicious?</p> <ul style="list-style-type: none"> • Define what a settlement is and describe different types, such as villages, towns, and cities, noting specific characteristics that differentiate them. • Understand how settlements have developed over time, discussing factors such as available resources, geographical location, and historical events. • Recognise how and why certain factors, local resources, and economic opportunities, influence the growth and function of settlements.

Year 5

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	<p>Why makes the Polar regions unique?</p> <ul style="list-style-type: none"> • Locate the Poles and describe their position relative to the other continents and the surrounding oceans. • Describe the key physical features of the Poles. • Understand the characteristics of their climate, identifying them as the coldest, windiest, and driest continent. • Understand the composition and scale of the Poles. • Describe the purpose and impact of human activities in Antarctica, particularly the research conducted at various international stations. 	<p>Why does Earth need rainforests?</p> <ul style="list-style-type: none"> • Define what a rainforest is, including the different types (tropical and temperate), and describe their key features. • Know where major rainforests are located around the world, including the Amazon, Congo, and Southeast Asian rainforests, and be able to identify them on a map. • Know the specific climatic conditions of rainforests, such as high rainfall and year-round warm temperatures. • Know common plants and animals found in rainforests and understand their adaptations to the rainforest environment. • Understand human activities that threaten rainforests, like deforestation, and their impacts on biodiversity and the environment. • Know about global and local conservation efforts and strategies to protect rainforests. • Discuss the various resources obtained from rainforests (like timber and medicinal plants) and their importance to the global economy. • Understand the role and significance of indigenous peoples living in rainforests, their cultures, and how they are impacted by environmental changes. 	<p>How can we help the next generation?</p> <ul style="list-style-type: none"> • Define sustainability in simple terms, explaining its significance in relation to preserving natural resources, maintaining ecological balance, and ensuring the long-term health of the planet. • Understand how sustainability impacts global systems including climates, economies, and societies, and discuss reasons why it's a global concern. • Describe several sustainable practices such as recycling, using renewable energy sources, water conservation, and sustainable farming. • Understand the implications of sustainable and unsustainable practices in everyday life, in their community, and globally. • Understand the causes of environmental changes (both natural and human-induced) and their effects on different ecosystems and communities. • Know about various conservation efforts aimed at promoting sustainability, such as wildlife protection, afforestation projects, and ocean cleanups. • Discuss how individual actions can contribute to or hamper sustainability efforts, and how they can make more sustainable choices in their daily lives.
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Year 6			
Substantive Knowledge	<p>Is it appropriate to celebrate law breakers?</p> <ul style="list-style-type: none"> • This unit contains a significant amount of disciplinary knowledge. • This unit revisits and consolidates previous substantive knowledge. <p>What can we learn from the story of migrants?</p> <ul style="list-style-type: none"> • This unit contains a significant amount of disciplinary knowledge. • This unit revisits and consolidates previous substantive knowledge. 	<p>How did World War II unfold?</p> <ul style="list-style-type: none"> • This unit contains a significant amount of disciplinary knowledge. • This unit revisits and consolidates previous substantive knowledge. 	<p>Is Darwinism still relevant in the 21st Century?</p> <ul style="list-style-type: none"> • This unit contains a significant amount of disciplinary knowledge. • This unit revisits and consolidates previous substantive knowledge.