




EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Transitions to School Orientation	Journeys & Festivals	Winter	Spring	Fairy Stories	Transitions to Year 1
Big Question	Who am I?	Where are they/we going?	What happens in Winter?	What happens in springtime in London?	What happened in the story?	What makes us healthy?
Inspirational Person	Wilma Rudolph	Amelia Earhart	Sir Ernest Shackleton	Sir David Attenborough	Marcus Rashford	JM Barrie
Early Learning Goals (End Points)	<p>Understanding the World: People, Culture & Communities 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. 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.</p> <p>The Natural World 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 and contrasting environments, drawing on their experiences and what has been read in class. Understand the effect of the changing seasons on the natural world around them, including the seasons and changing states of matter.</p>					
Development Matters Communication and Language	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise their thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
Development Matters Understanding the World	<p>Comment on images of familiar situations in the past. 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. Describe what they see, hear and feel whilst outside. Recognise some environments are different from the one which they live. Understand the effect of changing seasons on the natural world around them.</p>					

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box	Bright Lights, Big City	Dinosaurs	Moon Zoom	Splendid Skies	Rio de Vida
Big Question	How can you capture your memories?	Where should everywhere Bear visit when he travels to London? Why?	How do we know dinosaurs existed?	How could you send Beegu back to the moon?	How does the weather change?	What is Brazil like compared to the UK?
Key Person	Ole Kirk Christiansen Lego Inventor	Queen Elizabeth	Mary Anning	Neil Armstrong	Sir Francis Beaufort	Pele
Key Vocabulary		Belfast, Cardiff, Capitals, Edinburgh, England, London, Northern Ireland, Scotland, Wales, area, capital, city, country, farm, house, journey, shop, town, village, rural, urban, settlement, landmark, North, South, East, West	Africa, Antarctic Ocean, Antarctica, Arctic Ocean, Asia, Atlantic Ocean, Australia, Continents, Indian Ocean, North America, Oceans, Pacific Ocean, South America, Area, Country		different, same, cold, continent, desert, hot, ocean, rain, wind, weather, autumn, season, see, sight, smell, sprint, summer, winter	Capital city, carnival, continent, humid, Portuguese, tradition, Equator, weather, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, map, country, continent, environment, location, scale, diversity
National Curriculum		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 // key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.		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	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage


Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Street Detective	London Frost Fair	Fire, Fire! (Great Fire of London)	Muck, Mess and Mixtures	The Scented Garden	Land Ahoy
Big Question	What is the geography of where I live?	How did people enjoy themselves at London Frost Fairs?	How does our city tell a story?	Can you create a marvellous mixture that is better than George's?	Can Trent's garden be beautiful and useful?	Why do we love being beside the sea so much?
Key Person	Harry Beck	John Evelyn	Sir Christopher Wren Samuel Pepys	Edward Smith Florence Nightingale Mary Seacole	Sir David Attenborough	Christopher Columbus
Key Vocabulary	Atlas, environment, further, furthest, key, landmark, left, right, map, OS maps, plan.	Frost Fair, frost, crystals, River Thames, St Paul's Cathedral, perspective, Little Ice Age, Northern Hemisphere			Difference, similarity, island, environment, map, route, right, left, compass, directions, North, East, South, West, nature, flowers, plants, habitat, natural	Continents, Africa, Europe, Asia, Australia, North and South America, Antarctica, English Channel, UK, Oceans, Seas, Irish Sea, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean and Southern Ocean
National Curriculum	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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 their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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 their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>

Year 3


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Stone Age	Bronze and Iron Age	Tremors	Gods and Mortals	Predator	Urban Pioneers
Big Question	How do we know what happened in the Stone Age?	How did they change lives?	Why do some earthquakes cause more damage than others?	What was the ancient Greek's greatest achievement?	Which animal is the ultimate predator and why?	Is graffiti art of vandalism? Why?
Inspirational Person	Dr Fraser Hunter Principal Curator of Prehistoric and Roman Archaeology		Mary Anning	Archimedes Metrodora	Bittu Sahga (conservation of tigers)	Banksy
Key Vocabulary			Environment, distribution, location, process, scale		Predator, prey, habitat, climate zone, food chain, forest, habitat, desert, savannah, temperature, tropical, atlas, equator, polar, weather, environment, ocean, globe	Art, vandalism, graffiti, compass, map, key, (8 points of the compass), sketch,
National Curriculum			Locational knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography -describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	Ruthless Romans	Road Trip USA	Anglo-Saxons	Raging River	Seen and not heard (Victorians and Queen Victoria)	Bottoms, burps and bile
Big Question	How did the arrival of the Romans change Britain?	What could I see out of my window?	Who were the Anglo-Saxons and how do we know what was important to them?	What is river?	Who held the power in Victorian society?	What do our bodies do with the food we eat?
Inspirational Person	Boudicca Spartacus Roman Army	Barack Obama Michelle Obama Sitting Bull	King Aethelbert	Jacques Cousteau Greta Thunberg	Queen Victoria and Prince Albert Charles Booth	Elizabeth Garrett Anderson
Key Vocabulary	rivers mountains physical geography Topological map climate map Political map	North America, continent, countries, cities, map, atlas, Tropic of Cancer, equator, Tropic of Capricorn, human features, physical features, city, road, people, population, attractions, man-made, natural, Biome, Vegetation belt, climate zone, polar, temperate, Mediterranean, desert, tropical, mountain, forest, tundra, ice sheet, aquatic		source, upper course, middle course, lower course, mouth, estuary, erosion, transportation, deposition, meander, delta, relief map, river, elevated, terrain.		geography, local area, human feature, physical feature, Cockfosters, questionnaire, local area
National Curriculum	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in		-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		Geographical Skills and Fieldwork -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.


		relation to the Equator and the North and South Poles				
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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Vikings and Anglo-Saxons	Pharaoh	Stargazer	Scream Machine	Misty Mountain	Allotment
Big Question	Raiders or settlers: How should we remember the Vikings?	How can we know so much about the ancient Egyptians as they lived so long ago?	Could humans live on another planet?	What is needed to make a spine-tingling ride?	Mountains: Natural wonders or danger zones?	Can you grow a sandwich?
Inspirational Person	Dr Martin Goldberg	Archaeologists: including Howard Carter and Tutankhamun discovery and women archaeologists	Tim Peake and Mae Jemison Women in Space	Henry VIII	Tenzing Norgay and Edmund Hillary (and all those who helped them summit Everest)	Farmers and agricultural workers: service.
Key Vocabulary			equator, latitude, longitude, North hemisphere, Prime/Greenwich Meridian, South hemisphere, Tropic of Cancer, Tropic of Capricorn, pollution, force, friction, gravity.		cliff climate zone column eco-system erosion seasonal topography 6 figure grid reference computer mapping digital mapping scale	allotment, agriculture, cultivate, observe, farming, sustainable, organic, produce.
National Curriculum			<p>F+S: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>LK: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>LK: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<p>LK: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and how these have changed over time.</p> <p>H+P: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>LK: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>F+S: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>F+S: use fieldwork to observe, measure, record and present the human and physical</p>	Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

					features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
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Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Battle of Barnet/ Britain at War	Britain at War	Frozen Kingdoms:	Hola Mexico	Breathing Spaces	Gallery Rebels
Big Questions	What happened in Barnet in 1471?/What was life like during World War 2?	Why was winning the Battle of Britain in 1940 so important?	Antarctica: everlasting winter wonderland or treacherous terrain?	Why did the ancient Maya change their way of life?	Who are Britain's National Parks for?	What makes art rebellious?
Inspirational Person	Serving one's country	Lilian Bader	Shackleton Ade Adepitan David Attenborough	Frida Kahlo	John Muir	Jason Naylor
Intended End Point		<p>To ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>To present a detailed account and reach an informed conclusion of how an industry, including tourism, has changed a place or landscape over time.</p>	<p>To identify the position and explain the significance of the Northern Hemisphere, and Southern Hemisphere and the Arctic Circles.</p> <p>To use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>To record, present and compare two sets of data using graphs, land-use maps or digital technology.</p> <p>To describe and compare physical features of polar landscapes.</p> <p>To explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> <p>To explain and critique how humans function in the place they live.</p> <p>To explain how climate change affects climate zones and biomes across the world.</p> <p>To empathise with the circumstances of people in different parts of the world already impacted by climate change and evaluate the ways in which they are adapted to changes in the weather.</p> <p>To explain what countries around the world have agreed to do to combat the causes of climate change and reach a judgement about what they, their families and school might do to contribute.</p> <p>To describe the physical processes, including weather that affects two different locations.</p>	<p>To locate countries and major cities in Central and South America on a world map, atlas or globe.</p> <p>To identify and describe some key physical features and environmental regions in Central and South America, explaining how these along with climate zones can affect land use.</p> <p>To explain interconnections (including trade and tourism) between two (or more) areas of the world, explaining why trade may not always be fair and evaluate the potential benefits to the producer and consumer.</p> <p>To describe the distribution of natural resources in an area or country.</p> <p>To describe the climatic similarities and differences between two regions.</p>	<p>To name, locate and describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features in the UK in relation to other places or geographical features.</p> <p>To use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>To use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>To ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>To present a detailed account and reach an informed conclusion of how an industry, including tourism has changed a place or landscape over time.</p> <p>To present a detailed account and reach an informed conclusion of how an industry, including tourism has changed a place or landscape over time.</p> <p>To present a detailed account and reach an informed conclusion of how an industry, including tourism has changed a place or landscape over time.</p> <p>To ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>To explain and critique how humans function in the place they live.</p> <p>To describe patterns of human population growth, economic activities and human settlement patterns of an area of the wider world.</p> <p>To record, present and compare two sets of data using graphs, land-use maps or digital technology.</p>	
Key Vocabulary		Tourism, construction	Climate change, topography, polar, landscape, global warming, adapting	Tourism, trade, Central/North/South America, Climate, Topography, interconnections, rural, urban	tourism, cultural heritage, topography, contour lines, valley, rural, urban	
National Curriculum		F+S: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch	LK: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of	Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the	Locational knowledge -locate the world's countries, using maps to focus on North and South America, concentrating on their environmental	

		<p>maps, plans and graphs, and digital technologies.</p>	<p>Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>H+P: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>F+S: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Locational knowledge</p> <ul style="list-style-type: none"> -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> -physical geography, including vegetation belts, rivers, mountains -human geography, including types of settlement and land use, economic activity, and the distribution of natural resources <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
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