

Early Years Autumn 1

Milestone LO:

Explore the natural world around them, making observations.

Development Matters:

To explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Big Question:

How is the classroom different to outside?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Place Similarities Differences	Know that... <ul style="list-style-type: none"> • Their school environment is made up of the classroom and the garden. • The classroom is an indoor space. • The garden is an outdoor space. • Naturally, plants grow in outdoor spaces. 	Know how... <ul style="list-style-type: none"> • To observe, by looking, using their eyes (or equipment e.g. magnifying glasses) • To feel, by using their hands. • To hear, by using their ears. • To smell, by using their nose. • To express their observations of the world around them, verbally.
Vocabulary	Space School Classroom Garden Inside Outside Plant Same Different See Hear Feel Smell	
Enrichment & wider development	Nature trail	

FOXHILLS
FEDERATION

Early Years Autumn 2

Milestone LO:

Explore the natural world around them, making observations and **drawing pictures of animals and plants.**

Development Matters:

To explore the natural world around them.
Describe what they see, hear and feel whilst outside.

Big Question:

How is the classroom different to outside?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Place Similarities Differences	Know that... <ul style="list-style-type: none"> Their school environment is made up of the classroom and the garden. (revisiting from Autumn 1) The classroom is an indoor space. (revisiting from Autumn 1) The garden is an outdoor space. (revisiting from Autumn 1) Naturally, plants grow in outdoor spaces. (revisiting from Autumn 1) A map is a drawn representation to show where things are, within a location. A similarity is something that is the same or nearly the same. A difference is something that is not the same. 	Know how... <ul style="list-style-type: none"> To observe, by looking, using their eyes (or equipment e.g. magnifying glasses) (revisiting from Autumn 1) To feel, by using their hands. (revisiting from Autumn 1) To hear, by using their ears. (revisiting from Autumn 1) To smell, by using their nose. (revisiting from Autumn 1) To express their observations of the world around them, verbally. (revisiting from Autumn 1) They can record their observations of the world around them. To draw information from a simple map.
Vocabulary	Space School Classroom Garden Inside Outside Plant Same Different See Hear Feel Smell Draw Map Location	
Enrichment & wider development	Nature trail	

Early Years Spring 1

Milestone LO:

By the end of the Spring Term, children need to 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. Therefore, this half term, they will learn about a **contrasting environment** to their school (Southampton inner city school).

Development Matters:

Recognise some environments that are different from the one in which they live.

Big Question:

Are there more children or trees at X school?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Human and Physical Cultural awareness Cultural Diversity Human Processes	Know that... <ul style="list-style-type: none"> Schools are different across the world. Places are different to one another. A map is a drawn representation to show where things are, within a location. (revisiting from Autumn 2) Our school is in a village called Ashurst. A village is a small community (smaller than a town or city). Ashurst is near Southampton. Southampton is a city. A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. 	Know how... <ul style="list-style-type: none"> To observe, by looking, using their eyes (or equipment e.g. magnifying glasses) (revisiting from Autumn 1 and 2) To feel, by using their hands. (revisiting from Autumn 1 and 2) To hear, by using their ears. (revisiting from Autumn 1 and 2) To smell, by using their nose. (revisiting from Autumn 1 and 2) To express their observations of the world around them, verbally. (revisiting from Autumn 1 and 2) They can record their observations of the world around them. (revisiting from Autumn 2) To draw information from a simple map. (revisiting from Autumn 2)
Vocabulary	School World Village City Ashurst Southampton Community Same Different See Hear Feel Smell Draw Map Location	
Enrichment & wider development	Trip to inner city Southampton school Possible Zoom call to Q and A other school Invite friends from other school to explore natural trail at Foxhills	

Early Years Spring 2

Milestone LO:

Children need to 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.

Development Matters:

Recognise some environments that are different from the one in which they live.

Big Question:

Are there more children or trees at X school?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Human and Physical</p> <p>Cultural awareness</p> <p>Cultural Diversity</p> <p>Human Processes</p>	<p>Know that...</p> <ul style="list-style-type: none"> Schools are different across the world. Places are different to one another. A map is a drawn representation to show where things are, within a location. (revisiting from Autumn 2) Our school is in a village called Ashurst. A village is a small community (smaller than a town or city). Ashurst is near Southampton. Southampton is a city. A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. A similarity is something that is the same or nearly the same. (revisiting from Autumn 2) A difference is something that is not the same. (revisiting from Autumn 2) Man-made means things that were made by humans. Natural means things that have grown or occurred without human interference. 	<p>Know how...</p> <ul style="list-style-type: none"> To use the data they have collected (what they saw, heard, felt and smelt) to draw conclusions, analyse, compare and contrast two different locations. To use their own experiences and stories they have listened to, to draw conclusions, analyse, compare and contrast two different locations. To draw information from a simple map. (revisiting from Autumn 2 and Spring 1)
Vocabulary	<p>School</p> <p>World</p> <p>Village</p> <p>City</p> <p>Ashurst</p> <p>Southampton</p> <p>Community</p> <p>Same</p> <p>Different</p> <p>See</p> <p>Hear</p> <p>Feel</p> <p>Smell</p> <p>Draw</p> <p>Map</p> <p>Location</p> <p>Man-made</p> <p>Natural</p>	
Enrichment & wider development	<p>Invite friends from other school to explore natural trail at Foxhills</p>	

Early Years Summer 1

Milestone LO:

Understand some important processes and changes in the natural world around them, including the seasons.

Development Matters:

Understand the effect of changing seasons on the natural world around them.

Big Question:

I wonder if... it rains in Zimbabwe.

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Similarities Differences Landscapes Environments	Know that... <ul style="list-style-type: none"> • The natural world around us changes all the time. • A year is 365 days, during which the Earth goes around the sun. • A year is broken into four seasons that are experienced in the UK (United Kingdom). These are formed by the position of the Earth in relation to the Sun. • The seasons are spring, summer, autumn and winter. • Spring is March, April and May. • Summer is June, July and August. • Autumn is September, October and November. • Winter is December, January and February. • These are months. • There are 12 months in a year. • Weather is what the sky and the air outside are like, such as cold and cloudy etc. • The weather can change throughout the season. • The weather can change throughout the day. 	Know how... <ul style="list-style-type: none"> • To observe, by looking, using their eyes (or equipment e.g. magnifying glasses) (revisiting from Autumn 1 and 2) • To feel, by using their hands. (revisiting from Autumn 1 and 2) • To hear, by using their ears. (revisiting from Autumn 1 and 2) • To smell, by using their nose. (revisiting from Autumn 1 and 2) • To express their observations of the world around them, verbally. (revisiting from Autumn 1 and 2) • They can record their observations of the world around them. (revisiting from Autumn 2) • To use the data they have collected (what they saw, heard, felt and smelt) to draw conclusions. (revisiting from....)
Vocabulary	Earth Year Season (spring, summer, autumn, winter) Month (January, February, March, April, May, June, July, August, September, October, November, December) Weather Sky Air Hot Cold Rain Sleet Snow Sunshine Rainbow Storm (thunder, lightning, wind)	
Enrichment & wider development	Weather person visit	

Early Years Summer 2

Milestone LO:

Understand some important processes and changes in the natural world around them, including the seasons. Children need to 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. (revisiting from Spring Term)

Development Matters:

Recognise some similarities and differences between life in this country and life in other countries.

Big Question:

I wonder if... it rains in Zimbabwe.

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Similarities Differences Landscapes Environments	Know that... <ul style="list-style-type: none"> Places are different to one another. (Revisiting from Spring 2) A map is a drawn representation to show where things are, within a location. (revisiting from Autumn 2 and Spring 2) A country is a piece of land that forms part of a continent. Our country is called England. England is in a continent called Europe. A continent is a mass of land encompassing countries. Zimbabwe is a country in Africa. Africa is a continent. In Zimbabwe there are two seasons. They experience hot, rainy summers from November to February and cool, dry winters, from June to October. Life in Zimbabwe has some similarities and some differences to life in England. Children still go to school in Zimbabwe. Schools in Zimbabwe have some similarities and differences to schools in England. 	Know how... <ul style="list-style-type: none"> To use the data they have collected (what they saw, heard, felt and smelt) to draw conclusions, analyse, compare and contrast two different locations. To use their own experiences and stories they have listened to, to draw conclusions, analyse, compare and contrast two different locations. To draw information from a simple map. (revisiting from Autumn 2 and Spring 1)
Vocabulary	Country England Location Continent Zimbabwe Africa Land Similar Different Seasons Cool Dry Hot Rainy	
Enrichment & wider development	College students to come in and discuss Africa trip with children (Brockenhurst College)?	

Year 1 Autumn 1

Milestone LO: Use simple fieldwork and observational skills to study the geography of their school and its grounds.

Big Question: Where in the World?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Scale Place Landscapes Environments	Know that... <ul style="list-style-type: none"> • Their school environment is made up of the classroom and the garden. (revisiting from EYFS) • The classroom is an indoor space. (revisiting from EYFS) • The garden is an outdoor space. (revisiting from EYFS) • Naturally, plants grow in outdoor spaces. (revisiting from EYFS) • Man-made means things that were made by humans. (revisiting from EYFS) • Natural means things that have grown or occurred without human interference. (revisiting from EYFS) • The school has playgrounds. • A playground is a human feature because it has been made from concrete. On the playground, there is a gym and a trim trail. • The school has a car park. • A car park is a human feature because it has been made from concrete. • The school has a nature trail which has both human and physical features. • The school has a field. • The field is a human feature because although the grass has grown there, it was planted by humans for a reason. 	Know how... <ul style="list-style-type: none"> • To observe, by looking, using their eyes (or equipment e.g. magnifying glasses) (revisiting from EYFS) • To feel, by using their hands. (revisiting from EYFS) • To hear, by using their ears. (revisiting from EYFS) • To smell, by using their nose. (revisiting from EYFS) • To express their observations of the world around them, verbally. (revisiting from EYFS) • They can record their observations of the world around them. (revisiting from EYFS) • To use the data they have collected (what they saw, heard, felt and smelt) to draw conclusions. (revisiting from EYFS) • To draw information from a simple map. (revisiting from EYFS)
Vocabulary	School Classroom Garden Man-made Human feature Natural Physical feature Playground Gym Trim trail Nature trail Car park Field Observe Record Map	
Enrichment & wider development	Nature trail	

Year 1 Autumn 2

Milestone LO: Name and locate the world's seven continents and five oceans. To recognise landmarks and basic human and physical features. Use world maps, atlases and globes to identify the continents and oceans studied at this key stage.

Big Question: Where in the World?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Location Space Scale Global position Distances Place Landscape	Know that... <ul style="list-style-type: none"> • We live on a planet called Earth. • Earth's surface is made up on land and water. • A continent is a mass of land encompassing countries. • There are 7 continents in the World. • The seven continents are called: Asia, Africa, North America, South America, Europe, Antarctica and Oceania. • A country is a piece of land within a continent. • An ocean is a large body of salt water. • There are 5 oceans in the World. • The oceans are called: Pacific, Atlantic, Indian, Southern and Arctic. • A landmark is an object or feature of a landscape or town that is easily seen and recognised from a distance, especially one that enables someone to identify their location. • The Eiffel Tower is a landmark in Europe. It can be found in a city called Paris, in a country called France. • The Statue of Liberty is a landmark in North America. It can be found in a city called New York, in a country called the United States of America. • Christ the Redeemer is a landmark in South America. It can be found in a city called Rio De Janeiro, in a country called Brazil. • The Taj Mahal is a landmark in Asia. It can be found in a city called Agra, in a country called India. • The Sydney Opera House is a landmark in Oceania. It can be found in a city called Sydney in a country called Australia. • The South Pole is a landmark in Antarctica. Antarctica doesn't have countries or cities. The South Pole is the most Southern point in the World. • The pyramids are a landmark in Africa. They can be found in a city called Giza, in a country called Egypt. 	Know how... <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Autumn 1) • To use a globe to identify the seven continents and five oceans on Earth. • To use digital platforms to explore landmarks around the World. • To show curiosity about the World.
Vocabulary	Map Globe Earth Surface World Land Water Continent (Europe, Asia, Africa, North America, South America, Oceania, Antarctica) Ocean (Southern, Indian, Pacific, Atlantic, Arctic) Country City Landmark	
Enrichment & wider development	Visits from members of staff to talk about each continent and share landmark pictures and memories of their visits (Hedgehog and Squirrel photos for Statue of Liberty and Eiffel Tower)	

Year 1 Spring 1

Milestone LO: By the end of Spring 2, children need to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, therefore this half term, children will learn the location of the Equator and the North and South poles.

Big Question: Which pole is colder?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Physical processes Human processes Landscapes Environments Similarities Differences Distance	Know that... <ul style="list-style-type: none"> • We live on a planet called Earth (revisit Autumn 2) • Earth’s surface is made up on land and water (revisit Autumn 2) • A continent is a mass of land encompassing countries (revisit Autumn 2) • There are 7 continents in the World (revisit Autumn 2) • The seven continents are called: Asia, Africa, North America, South America, Europe, Antarctica and Oceania (revisit Autumn 2) • An ocean is a large body of salt water. (revisit from Autumn 2) • There are 5 oceans in the World. (revisit from Autumn 2) • The oceans are called: Pacific, Atlantic, Indian, Southern and Arctic. (revisit from Autumn 2) • A “pole” is either of two points on the surface of a rotating planet where the axis of rotation meets the surface of the planet. • The South Pole is the southernmost point on Earth. • The North Pole is the northernmost point on Earth • The Equator is an imaginary line that runs around the centre of the globe at an equal distance between the North and South Poles. • Distance is the length of the space between two points. • The equator passes through the continents of South America, Africa and Asia 	Know how... <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Autumn 1 and Autumn 2) • To use a globe to identify the North and South Pole and the Equator (revisit from Autumn 2) • To show curiosity about the World (Revisit from Autumn 2)
Vocabulary	Map Globe Earth Surface World Continent (Europe, Asia, Africa, North America, South America, Oceania, Antarctica) Ocean (Southern, Indian, Pacific, Atlantic, Arctic) Equator North Pole South Pole Axis	
Enrichment & wider development	Visit from ‘Santa’, explaining where he has travelled across the Equator with his presents Elf describing the North Pole- Role play.	



Year 1 Spring 2

Milestone LO: By the end of this half term, children need to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Big Question: Which pole is colder?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Physical processes Human processes Landscapes Environments Similarities Differences Distance Cultural awareness Cultural diversity Interdependence Environmental impact	Know that... <ul style="list-style-type: none"> • We live on a planet called Earth (revisit Autumn 2 and Spring 1) • Earth's surface is made up on land and water (revisit Autumn 2 and Spring 1) • A continent is a mass of land encompassing countries (revisit Autumn 2 and Spring 1) • There are 7 continents in the World (revisit Autumn 2 and Spring 1) • The seven continents are called: Asia, Africa, North America, South America, Europe, Antarctica and Oceania (revisit Autumn 2 and Spring 1) • An ocean is a large body of salt water. (revisit Autumn 2 and Spring 1) • There are 5 oceans in the World. (revisit Autumn 2 and Spring 1) • The oceans are called: Pacific, Atlantic, Indian, Southern and Arctic. (revisit Autumn 2 and Spring 1) • A "pole" is either of two points on the surface of a rotating planet where the axis of rotation meets the surface of the planet. (revisit from Spring 1) • The South Pole is the southernmost point on Earth. (revisit from Spring 1) • The North Pole is the northernmost point on Earth. (revisit from Spring 1) • The Equator is an imaginary line that runs around the centre of the globe at an equal distance between the North and South Poles. (revisit from Spring 1) • Distance is the length of the space between two points. (revisit from Spring 1) • The equator passes through the continents of South America, Africa and Asia. (revisit from Spring 1) • Places along or near to the Equator have high temperatures. This is because these areas are closer to the sun. • Places at or near the polar regions have low temperatures. This is because these areas are further away from the sun. • People, places and cultures are different all over the World. • People have different customs, traditions, beliefs and ways of living. • Homes and buildings are different all over the World. 	Know how... <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Autumn 1 and Autumn 2 and Spring 1) • To use a globe to identify the North and South Pole and the Equator (revisit from Autumn 2 and Spring 1) • To show curiosity about the World and its people (Revisit from Autumn 2 and Spring 1)
Vocabulary	Map Globe Earth Surface World Continent (Europe, Asia, Africa, North America, South America, Oceania, Antarctica) Ocean (Southern, Indian, Pacific, Atlantic, Arctic) Equator North Pole South Pole Axis Temperature Culture Tradition Beliefs	
Enrichment & wider development	Unequal scenes – teaching tools Persona Dolls Climate change workshop - https://www.zoolabuk.com/climatecrusader	



Year 1 Summer 1

Milestone LO: By the end of the academic year, the children need to 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. Therefore, this half term they will learn about the South Pole. They will also learn to 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.

Big Question: I wonder if... anything grows in Antarctica.

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Landscapes Environments Similarities and Differences Physical processes Human processes Cultural awareness Cultural diversity Environmental impact Space Scale Distance	<p>Know that...</p> <ul style="list-style-type: none"> • A “pole” is either of two points on the surface of a rotating planet where the axis of rotation meets the surface of the planet. (revisit from Spring 1 and Spring 2) • The South Pole is the southernmost point on Earth, located in Antarctica. (revisit from Spring 1 and Spring 2) • Places at or near the polar regions have low temperatures. This is because these areas are further away from the sun. (Revisit from Spring 2) • People, places and cultures are different all over the World. (Revisit from Spring 2) • People have different customs, traditions, beliefs and ways of living. (Revisit from Spring 2) • Homes and buildings are different all over the World. (Revisit from Spring 2) • The South Pole sits in the middle of the largest, coldest, driest and windiest desert on Earth. • The South Pole itself has no native plant or animal life. • The habitat is far too harsh for most plants and animals to survive. • Human life can be found in the research centre. • The sun rises and sets only twice every 12 months. 	<p>Know how...</p> <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Autumn 1 and Autumn 2 and Spring 1 and Spring 2) • To show curiosity about the World and its people (Revisit from Autumn 2 and Spring 1 and Spring 2) • To use aerial photographs to explore an area of land.
Vocabulary	Pole South pole Temperature Culture Traditions Beliefs Survival Adapt Desert Habitat Research centre Aerial photographs	
Enrichment & wider development	Hampshire Education Website – Ernest Shackleton life at the South Pole workshop	

Year 1 Summer 2

Milestone LO: 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 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

Big Question: I wonder if... anything grows in Antarctica.

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Place Landscapes Environments Similarities and Differences Physical processes Human processes Cultural awareness Cultural diversity Environmental impact Space Scale Distance	Know that... <ul style="list-style-type: none"> • A “pole” is either of two points on the surface of a rotating planet where the axis of rotation meets the surface of the planet. (revisit from Spring 1 and Spring 2) • The South Pole is the southernmost point on Earth. (revisit from Spring 1 and Spring 2) • Places at or near the polar regions have low temperatures. This is because these areas are further away from the sun. (Revisit from Spring 2) • People, places and cultures are different all over the World. (Revisit from Spring 2) • People have different customs, traditions, beliefs and ways of living. (Revisit from Spring 2) • Homes and buildings are different all over the World. (Revisit from Spring 2) • A similarity is something that is the same or nearly the same. (revisit from EYFS) • A difference is something that is not the same. (revisit from EYFS) • Our school is in a village called Ashurst. (revisit from EYFS) • A village is a small community (smaller than a town or city). (revisit from EYFS) • Ashurst is in the New Forest. • The New Forest is a National Park. • A National Park is an area of land owned by the government. It has been preserved as a natural environment. • Both the New Forest and the South Pole are areas of land, filled with natural beauty. • They are different because they have different temperatures, wildlife, buildings and ways of living. 	Know how... <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Autumn 1 and Autumn 2 and Spring 1 and Spring 2) • To show curiosity about the World and its people (Revisit from Autumn 2 and Spring 1 and Spring 2) • To use aerial photographs to compare and contrast.
Vocabulary	Pole South pole Temperature Culture Traditions Beliefs Survival Adapt Desert Habitat Research centre Aerial photographs Compare Contrast	
Enrichment & wider development	New Forest trip	

Year 2 Autumn 1

Milestone LO: Name, locate and identify characteristics of the four countries of the United Kingdom. Use simple compass directions (North, South, East and West).

Big Question: How do I get to Belfast city?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Space Scale Global position Compass directions Distances	Know that... <ul style="list-style-type: none"> • The United Kingdom is an island nation. • It is made up of four countries. • The countries are: England, Scotland, Northern Ireland and Wales • England is located in the southern part of the United Kingdom. • Wales is located in the Western part of the United Kingdom • Scotland is located in the Northern part of the United Kingdom • Northern Ireland is located in the north-east of the island of Ireland. • A compass is a tool for finding the direction of a place or location. • North, east, south and west are the key points of a compass • Great Britain is an island within the United Kingdom that is made up of England, Wales and Scotland. • England is the largest country in the United Kingdom. • Comparatively, Northern Island is the smallest country in the United Kingdom • The four countries of the United Kingdom have different flags • A flag is a piece of material usually square or rectangular that is used as a symbol to represent one's country • The four countries have their own individual characteristics including their national landmarks, sports, food and physical features. • A characteristic is a feature or quality belonging typically to a person, place or thing that makes it easier to identify them. 	Know how... <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Year 1) • To show curiosity about the World and its people (Revisit from Year 1) • To use aerial photographs to compare and contrast. • To read and explore maps, globes and digital platforms. • To use simple compass directions (North, South, East and West)
Vocabulary	Island Southern Western Northern Tool Compare Compass National Landmark Flag Characteristic Features	
Enrichment & wider development	Try and taste some traditional foods from across the UK (haggis, welsh rarebit, Irish soda bread, welsh cakes, bara brith, Yorkshire pudding)	

Year 2 Autumn 2

Milestone LO: Name and locate the capital cities of the countries within the United Kingdom and its surrounding seas.

Big Question: How do I get to Belfast city?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Space Scale Global position Compass directions Distances</p>	<p>Know that...</p> <ul style="list-style-type: none"> • The United Kingdom is an island nation. (revisit from autumn 1) • It is made up of four countries (revisit from autumn 1) • The countries are: England, Scotland, Northern Ireland and Wales (revisit from autumn 1) • England is located in the southern part of the United Kingdom (revisit from autumn 1) • Wales is located in the Western part of the United Kingdom (revisit from autumn 1) • Scotland is located in the Northern part of the United Kingdom (revisit from autumn 1) • Northern Ireland is located in the north-east of the island of Ireland (revisit from autumn 1) • A compass is a tool for finding the direction of a place or location and that north, east, south and west are the key points of a compass (revisit from autumn 1) • Great Britain is an island within the United Kingdom that is made up of England, Wales and Scotland. (revisit from autumn 1) • A sea is a portion of the ocean that is partly surrounded by land • There are four seas that border around the UK • These seas are: North Sea, English Channel, Irish Sea and the Atlantic Ocean • The North Sea is located to the east of the UK • The English Channel is located to the south of the UK • The Irish Sea is located between Great Britain and Ireland • The Atlantic Ocean is located to the west of the UK • The surrounding area of water around us is called The Solent, which is anchored around the Isle of Wight, the cities of Portsmouth and Southampton and also the New Forest. • A city is a bigger community. Cities bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. (revisit from EYFS) • Countries have capital cities. • The capital of England is London. • The capital of Wales is Cardiff. • The capital of Northern Island is Belfast. • The capital of Scotland is Edinburgh 	<p>Know how...</p> <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Year 1) • To show curiosity about the World and its people (Revisit from Year 1) • To use aerial photographs to compare and contrast. • To read and explore maps, globes and digital platforms. • To use simple compass directions (North, South, East and West) • To explore and observe the world around me.
<p>Vocabulary</p>	<p>Island Southern Western Northern Tool Compare Compass Sea (North, Irish, English Channel) Capital city (London, Cardiff, Edinburgh, Belfast)</p>	
<p>Enrichment & wider development</p>	<p>Trip to the Solent</p>	

Year 2 Spring 1

Milestone LO: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the countries in the United Kingdom. Use basic geographical vocabulary to refer to key physical and human features. 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.

Big Question: Can it snow in August?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Physical processes Human processes	Know that... <ul style="list-style-type: none"> • The United Kingdom is an island nation. (revisit from autumn 1) • It is made up of four countries (revisit from autumn 1) • The countries are: England, Scotland, Northern Ireland and Wales (revisit from autumn 1) • England is located in the southern part of the United Kingdom (revisit from autumn 1) • Wales is located in the Western part of the United Kingdom (revisit from autumn 1) • Scotland is located in the Northern part of the United Kingdom (revisit from autumn 1) • Northern Ireland is located in the north-east of the island of Ireland (revisit from autumn 1) • A compass is a tool for finding the direction of a place or location and that north, east, south and west are the key points of a compass (revisit from autumn 1) • Great Britain is an island within the United Kingdom that is made up of England, Wales and Scotland. (revisit from autumn 1) • Countries have capital cities. (revisit from Autumn 2) • The capital of England is London. (revisit from Autumn 2) • The capital of Wales is Cardiff. (revisit from Autumn 2) • The capital of Northern Island is Belfast. (revisit from Autumn 2) • The capital of Scotland is Edinburgh. (revisit from Autumn 2) • A physical feature is something natural, that would be here, even if people weren't. (revisit from Year 1) • A human feature is something that has been built by a person. (revisit from Year 1) 	Know how... <ul style="list-style-type: none"> • To draw information from a simple map. (revisiting from EYFS and from Year 1 and Autumn Term) • To show curiosity about the World and its people (Revisit from Year 1 and Autumn Term) • To use aerial photographs to compare and contrast. (Revisit from Autumn Term) • To read and explore maps, globes and digital platforms. (Revisit from Autumn Term) • To use simple compass directions (North, South, East and West) (Revisit from Autumn 2) • To explore and observe the world around me. (Revisit from Autumn Term)
Vocabulary	Island Compare Compass Capital city (London, Cardiff, Edinburgh, Belfast) Beach Cliff Coast Forest Hill Mountain Soil Valley Vegetation Factory Farm House Office Port Harbour Shop	
Enrichment & wider development	Trip to Winchester – St Catherine's Hill and Cathedral visit	

Year 2 Spring 2

Milestone LO: Identify seasonal and daily weather patterns in the United Kingdom.

Big Question: Can it snow in August?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
<p>Physical processes</p> <p>Environmental impact</p>	<p>Know that...</p> <ul style="list-style-type: none"> • The natural world around us changes all the time. (revisit from EYFS) • A year is 365 days, during which the Earth goes around the sun. (revisit from EYFS) • A year is broken into four seasons that are experienced in the UK (United Kingdom). These are formed by the position of the Earth in relation to the Sun. (revisit from EYFS) • The seasons are spring, summer, autumn and winter. (revisit from EYFS) • Spring is March, April and May. (revisit from EYFS) • Summer is June, July and August. (revisit from EYFS) • Autumn is September, October and November. (revisit from EYFS) • Winter is December, January and February. (revisit from EYFS) • These are months. (revisit from EYFS) • There are 12 months in a year. (revisit from EYFS) • Weather is what the sky and the air outside are like, such as cold and cloudy etc. (revisit from EYFS) • The weather can change throughout the season. (revisit from EYFS) • The weather can change throughout the day. (revisit from EYFS) • In the UK, weather conditions are very changeable. • The UK has a temperate climate. This means temperatures are relatively moderate throughout the year. • The temperature refers to how hot or cold the air feels. • A microclimate is a specific climate of a small-scale area, such as a mountain, garden, park, valley or part of a city. • The weather at the top of a mountain tends to change drastically in a short period of time. 	<p>Know how...</p> <ul style="list-style-type: none"> • To show curiosity about the World and its people (Revisit from Year 1 and Autumn Term) • To explore and observe the world around me. (Revisit from Autumn Term and Spring 1) • To collect data about the temperature, using thermometers and recording this in *C. • To collect data in order to analyse the amount of rainfall over a period of time.
<p>Vocabulary</p>	<p>Earth Year Season (spring, summer, autumn, winter) Month (January, February, March, April, May, June, July, August, September, October, November, December) Weather Sky Air Changeable Temperate Climate Microclimate Hot Cold Rain Sleet Snow Sunshine Rainbow Storm (thunder, lightning, wind) Temperature Degrees Celsius</p>	
<p>Enrichment & wider development</p>	<p>Rainfall collection Temperature gauge Pre-teach for children in EYFS</p>	

Year 2 Summer 1

Milestone LO: By the end of the academic year, children need to 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. Therefore, this half term the children will learn about the human and physical geography in the small town of Melrose in Australia. Children will also learn to use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and they will learn to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Big Question: Home or away?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Landscapes Environments Similarities Differences Human processes Physical processes Cultural awareness Cultural diversity Global position	Know that... <ul style="list-style-type: none"> • Melrose is a historical town. • A town is a built-up area that is larger than a village and smaller than a city. • Melrose is located in South Australia. • Physical features include: forest trails, a hidden gorge trail, national park (Mount Remarkable), a mountain, a creek and hills. • A National Park is an area of land owned by the government. It has been preserved as a natural environment. (revisit from Year 1, Summer 2) • Human features include: cemetery, campsites, Primary School, Kookaburra Creek Retreat, Alligator Lodge, gift shop, hotel, bicycle store, food market and a petrol station. • Wildlife includes: birds and reptile species, grey-fronted honey eater, wedge-tailed eagle, grey kangaroos, red kangaroos, wallabies, emus, echidna and kookaburras. • Vegetation includes: pine and eucalyptus. 	Know how... <ul style="list-style-type: none"> • To show curiosity about the World and its people (Revisit from Year 1 and Autumn Term and Spring Term) • To explore and observe the world around me. (Revisit from Autumn Term and Spring Term) • To explore and appreciate similarities and differences between physical and human processes in different locations.
Vocabulary	Melrose Historical Town National park Wildlife Forest Hills Gorge Mountain Creek Cemetery Campsite Lodge Hotel Petrol station Vegetation	
Enrichment & wider development	Zoom call with Australian family	

Year 2 Summer 2

Milestone LO: Children need to 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. Children will also learn to use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and they will learn to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. They will use simple fieldwork and observational skills to study the key human and physical features of an area surrounding school. The children will learn to devise a simple map; and use and construct basic symbols in a key.

Big Question: Home or away?

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Landscapes Environments Similarities Differences Human processes Physical processes Cultural awareness Cultural diversity Global position	Know that... <ul style="list-style-type: none"> • Lyndhurst is a historical town. • A town is a built-up area that is larger than a village and smaller than a city. (revisit from Summer 1) • Lyndhurst is located in the New Forest. • Physical features include: forest trails, national park (the New Forest) made up of heathland, woodland and some hills. • A National Park is an area of land owned by the government. It has been preserved as a natural environment. (revisit from Year 1, Summer 2) • Human features include: high street, cemetery, Primary School, gift shop, hotel, bicycle store, pharmacy, restaurants, pubs, sweet shop, jewellery shop and other shops. • A high street is the main street of a town, especially as the traditional site for most shops, banks and other businesses. • Wildlife includes: deer, squirrels, New Forest Ponies, cows, various birds, common lizards, smooth snakes and slow worms. • Vegetation includes: ferns, heather, gorse, silver birch trees, oak trees, shrubs, mosses and woodland wild flowers. • A map is a drawn representation to show where things are, within a location. (Revisit from EYFS) • A key is a table to represent data (what each map symbol means). • A symbol is a pictorial representation of something. 	Know how... <ul style="list-style-type: none"> • To show curiosity about the World and its people (Revisit from Year 1 and Autumn Term and Spring Term) • To explore and observe the world around me. (Revisit from Autumn Term and Spring Term) • To explore and appreciate similarities and differences between physical and human processes in different locations.
Vocabulary	Lyndhurst Historical Town National park Wildlife Forest Hills Cemetery Hotel Vegetation Heathland Woodland High street Restaurant Pub Pharmacy Map Key Symbol	
Enrichment & wider development	Lyndhurst trip – hook to introduce step in learning journey	