













R E C E P T I O N		<b>My local area</b>	<b>UK</b>	<b>Around the world</b>
	Big question 	What is it like in our school and on our school field?	Where is special to me?	What could you find in Brazil?
	Key skills 	<ul style="list-style-type: none"> <li>Recognise landmarks from the immediate environment using pictures.</li> <li>Describe what can be seen, heard or felt inside and outside.</li> <li>Describe my immediate environment using what I can see and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to people in their community.</li> <li>Talk about places they have been.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that places can be different to where I live.</li> <li>Talk about simple similarities and differences between places using photos.</li> </ul>
	Map skills and fieldwork	<ul style="list-style-type: none"> <li>Draw information from a simple pictorial map.</li> <li>Use photos to discuss landmarks within the immediate environment.</li> <li>Understand that maps show places.</li> <li>Use directional language such as next to and far away.</li> <li>Explore globes, maps and atlases through play and adult-led discussion.</li> </ul>		
	Key knowledge 	<ul style="list-style-type: none"> <li>A map is a picture that shows places</li> <li>The school has indoor and outdoor areas.</li> <li>The school has buildings, playgrounds, and other features.</li> <li>People use different places for different reasons (e.g., to learn, play, eat).</li> <li>There are similarities and differences between places inside and outside the school.</li> </ul>	<ul style="list-style-type: none"> <li>There are places that are different to where I live.</li> <li>People visit places for different reasons.</li> </ul>	<ul style="list-style-type: none"> <li>The UK is where I live.</li> <li>Brazil is far away.</li> <li>Brazil is different from the UK.</li> <li>The Amazon rainforest is in Brazil.</li> </ul>
	Key vocabulary 	Map, place, world, country, globe, next to, far away, building, near, left, right, up, down, road, park, playground, school, pond, hill, tree, grass, flower, hot, cold, sunny, rainy, see, hear, touch, smell, inside, outside, adult, child, role, special place, same, different.		
Cultural capital	Fund-raise for an animal which is endangered (bear topic)			

Y E A R  O N E		<b>My local area</b>	<b>UK</b>	<b>Around the world</b>
	Big question 	What is my school like from above?	What countries make up the United Kingdom?	What are the seven continents like?
	Key skills 	<ul style="list-style-type: none"> <li>Describe and compare landmarks within the school.</li> <li>Create simple maps of the school and classroom.</li> <li>Understand what an aerial view is.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the four countries of the UK.</li> <li>Identify London as the capital city of England</li> <li>Describe and compare places within the UK.</li> <li>Describe the weather in different seasons in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the world as a map and as a globe.</li> <li>Know that blue represents water on maps and globes.</li> <li>Understand that places are grouped into countries and continents.</li> </ul>
	Map skills and fieldwork	<ul style="list-style-type: none"> <li>Identify landmarks within the school.</li> <li>Give directions using next to, near, far, left and right.</li> <li>Study a map of the UK and locate countries and some cities.</li> <li>Use maps, globes and atlases to locate the seven continents.</li> </ul>		
	Key knowledge 	<ul style="list-style-type: none"> <li>An aerial photograph shows a place from above.</li> <li>Fieldwork means exploring a place to find out more about it.</li> </ul>	<ul style="list-style-type: none"> <li>The United Kingdom is made up of England, Scotland, Wales and Northern Ireland.</li> <li>London is the capital city of England.</li> <li>Each UK country has its own features, landmarks and capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>There are seven continents.</li> <li>The seven continents are: Asia, Africa, North America, South America, Antarctica, Europe and Australia.</li> <li>The world has seven large areas called continents. Each one is different and special.</li> </ul>
	Key vocabulary 	<p>In addition to vocabulary from earlier year groups, pupils are introduced to the following geographical terms:</p> <p>map, atlas, aerial photograph, map key, symbol, city, town, capital city, village, England, Scotland, Wales, Northern Ireland, continent, Europe, Asia, Africa, North America, South America, Antarctica, Australia, island, beach, coast, mountain, river, soil, hill, desert, sun, rain, snow, summer, winter, compare, similar</p>		
Experiences / Trips	<p>Planet Protectors – Key Stage 1 Initiative around teaching children how to look after our planet</p> <p>Visiting 'The Hassocks Community Vegetable Patch' – Physical features</p>			

Y E A R  T W O		My local area	UK	Around the world
	Big question 	What human and physical features are in our local area?	How is Antananarivo (Madagascar) different to Hassocks?	Why do we need to protect the oceans?
Key skills 	<ul style="list-style-type: none"> <li>Describe and compare features of the wider local area.</li> <li>Use geographical words to describe human and physical features.</li> <li>Discuss how humans have changed their local area.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare features of a contrasting non-European country.</li> <li>Give reasons for similarities and differences between places.</li> <li>Identify hot and cold areas of the world in relation to the Equator and Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the five oceans.</li> <li>Explain why it is important to protect environments.</li> </ul>	
Map skills and fieldwork	<ul style="list-style-type: none"> <li>Locate familiar human and physical features using maps and images.</li> <li>Draw a simple map and use a simple key.</li> <li>Carry out a simple risk check with adult support.</li> <li>Use aerial images, maps and photos to learn about a new place.</li> <li>Observe features in local area.</li> <li>Locate the five oceans on a world map.</li> </ul>			
Key knowledge 	<ul style="list-style-type: none"> <li>Hassocks is a village.</li> <li>Human features are made by people.</li> <li>Physical features are natural.</li> <li>There are human and physical features in Hassocks.</li> </ul>	<ul style="list-style-type: none"> <li>Madagascar is far away and near the Equator.</li> <li>Places near the Equator are usually hotter and wetter.</li> <li>Madagascar has a capital city called Antananarivo.</li> <li>Antananarivo has human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>An ocean is a large body of salt water.</li> <li>There are five oceans: Pacific, Atlantic, Indian, Southern and Arctic.</li> <li>Oceans are important for life on Earth.</li> <li>Human activity affects oceans.</li> <li>Plastic pollution harms oceans. We can protect oceans by reducing, reusing and recycling.</li> </ul>	
Key vocabulary 	<p>In addition to vocabulary from earlier year groups, pupils are introduced to the following geographical terms:</p> <p>compass (n, s, e, w), direction, location, fieldwork, data, risk assessment, Hassocks, Antananarivo, Madagascar, human, physical, human activity, ocean, sea, coast, cliff, forest, polar, equator, tropical, climate, warm, cool, environment, pollution, protect, reduce, reuse, recycle, factory, farm, house, office, port, harbour, shop, bridge</p>			
Experiences / Trips	<p>Walk around Hassocks to find Human and physical landmarks</p> <p>Planet Protectors – Key Stage 1 Initiative around teaching children how to look after our planet</p>			