

ELG: The Natural World

Children at the expected level of development will:

- 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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;
- 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.



Autumn	Spring	Summer
Marvellous Me School maps and places around school. Talking about our homes. Eastleigh-places we go to. International day of languages	Explorers! Antarctica and Africa- comparing hot and cold places. Traveling around the world- where would you go? Chinese New Year Park Visit	We're all going on a Summer Holiday Where have you been on holiday? Look at different holiday destinations and accommodation. Travel agents Library Visit

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Where did the wheels on the bus go? Name, locate and identify characteristics of the four countries of the UK ~~and 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	Could Eastleigh be Herman's or Henry's next holiday destination? Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents (Europe, North America, South America, Asia, Antarctica) Understand geographical similarities and differences through studying the human and physical	Local study- what is our local area like? - 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 - describe and explain key aspects of human	European study - What is similar about our twin towns? Eastleigh, Villeneuve-Saint-Georges (France), Kornwestheim (Germany) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	North American study - If you travelled across North America, how much would the landscape change? (or) How much does North America change from place to place? 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	Southampton - city mapping skills 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

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 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a	geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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. 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	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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to	• 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	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	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and explain key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources
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simple map; and use and construct basic symbols in a key Where do the leaves go in Winter? Name, locate and identify characteristics of the four countries of the UK and surrounding seas. 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. Use basic geographical vocabulary to refer to: ♣ key physical	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 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	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, counts, surveys, questionnaires. Introduce 8 points of compass here)	region in a European country, and a region within North or South America • describe and explain key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle	including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass- and 6-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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	features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			use the eight points of a compass- and 6-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 Introduce time zones and look and land-use patterns in both places and how they have changed over time. 2027/2028 To include longitude and latitude and climate zones, biomes (after being introduced in	- 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass- and 6-figure grid references,	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 6 figure grid references TEACH Children in mixed ability pairs get given a place from around the UK. Need to use map skills to investigate and create a fact file/presentation to be shown in an
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				Y3) Not introduced in 2026/2027 as will be too much new knowledge.	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Longitude and Latitude and Climate Zones and Biomes (introduce 2026/2027) Explore natural resources - minerals, fossil fuels, timber Use 8 points of compass To include longitude and latitude and climate zones, biomes and time zones.	assembly/transition event Need for fieldwork here Sustainability fieldwork - how 'green' is Eastleigh? - Identify number of green spaces, sources of pollution, science crossover, - questionnaire to parents to determine carbon footprint e.g.- do they shop locally? Do use public transport/electric vehicles? How far do they travel to work? presentation
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						focus e.g. bar charts.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	Which country of the UK would you like to live in? 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. Use basic geographical	Where would you prefer to live: England or Kenya? Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,	Why can't chocolate be grown everywhere? Where might our chocolate come from? Climate zones & biomes and economic activity - 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,	Rivers - name and locate countries 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 - describe and understand key aspects of physical	Mountains and earthquakes - 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	Volcanoes assess locational knowledge of north and south America by studying ring of fire. Case study mt etna to assess European 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

vocabulary to refer to; 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 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	and of a small area in a non-European country. 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 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:	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) • describe and understand key aspects of physical geography, including: climate zones, biomes	geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle • to describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate	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) • describe and understand key aspects of physical geography, including: climate zones, biomes 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) • describe and understand key
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	features and routes on a map	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. 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	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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	countries and describe features studied • use the eight points of a compass- and 6-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	vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	aspects of physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass- and 6-figure grid references, symbols and key (including the use
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			• use the eight points of a compass- and 6-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 Intro lines of longitude and latitude (link to climate zones and loosely to time zones) Prime VR headset company - biomes? +sustainability lens - how is our climate	and graphs, and digital technologies Introduce 4 figure grid references River walk to river itchen Fieldwork - Erosion and deposition	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 Use 8 points of compass Plus fieldwork - where is the safest place in our school in the event of an earthquake.	of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use 8 points of compass Consider why some people might live near a volcano and look at a case study of a settlement near an active volcano. Could link back to Iceland if children studied this in old planning.
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			changing due to global warming? THE CHOCOLATE BELT by Denise Cramer on Prezi			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	What are the differences between Eastleigh and the rainforest? (North & South America) Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents (Europe, North America,	Why Do We Like to be Beside the Seaside? Look at beaches around the uk and identify countries of the uk Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Identify seasonal and daily weather patterns in the United Kingdom and	Which change in the water cycle would cause the greatest problems for people, and why? 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	Natural resources- minerals and energy 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,	South American study London v Lima 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	

	South America) and five oceans Understand geographical similarities and differences through studying the human and physical geography. 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 Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hills,	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hills, 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 simple compass directions, locational and directional	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) • describe and understand key aspects of physical	countries, and major cities • 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 • use maps, atlases, globes 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	
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	mountain, sea, ocean, river, soil, valley, vegetation, season and weather 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 and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near	language to describe the location of features and routes on a map. 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 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	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 • use maps, atlases, globes and digital/computer mapping to locate countries and	digital/computer mapping to locate countries and describe features studied • use the eight points of a compass- and 6-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	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 • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle	
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	and far; left and right], to describe the location of features and routes on a map Look at Europe describe if warm etc, look at north America and south America and Africa - which continents are the hottest?		describe features studied • use the eight points of a compass- and 6-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	sketch maps, plans and graphs, and digital technologies Minerals - box of objects e.g. gold ring, toothpaste (fluoride), mobile phone - battery - lithium. Investigate with distribution maps and investigate countries within continents	• 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass- and 6-figure grid references,	
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maps, plans and
graphs, and
digital
technologies

- Add global
distribution of water
ie countries with
drought versus
flooding
Plus fieldwork
relating the water
cycle

symbols and key
(including the
use of Ordnance
Survey maps) to
build their
knowledge of the
United Kingdom
and the wider
world

4 figure Grid
references. 6 figures
for those that are
secure in 4 figure
GR - London vs
Eastleigh

To include;
longitude and
latitude and climate
zones, biomes and
time zones.

Use 8 points of
compass

More urban eg
London versus lima
or rio and brazil

					revisit rivers - light touch on amazon - consider sustainability and protecting the Amazon Rainforest from deforestation South America timber trade	
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