

Geography Subject Content	A1 Weston and farms	A2 GFoL and toys	A3 Great explorers	B1 Landmarks	B2 Florence Nightingale	B3 Kings, Queens and Castles
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.						
Locational knowledge						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas-	Name and locate four countries	Name and locate capital cities of UK	Name and locate surrounding seas of UK	Locate local landmarks- four countries	Where did Florence grow up?	Link to the capital cities
name and locate the world's seven continents and five oceans				Observe landmarks from each continent	Where was the Crimean War?	Castles around the world, from different continents and locate on map.
Place knowledge						
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						
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	Weather in W-o-T Link to science		Compare weather to where Columbus went	Compare weather in the different locations of the landmarks		
use basic geographical vocabulary to refer to: season and weather						
use basic geographical vocabulary to refer to:						
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Trip to the canal River, forest		Sea, ocean, river			
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Village, town, farm,	City, factory, office,	Port, harbour			

	house shop	shop				
Geographical skills and fieldwork						
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	Name and locate four countries on map, atlas and globe.	Name and locate capital cities of UK on map, atlas and globe.	Name and locate surrounding seas of UK on map, atlas and globe.			Castles around the world, from different continents and locate on map.
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						
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.				Landmarks of W-o-T		

History Subject Content	A1 Weston and farms	A2 GFoL and toys	A3 Great explorers	B1 Landmarks	B2 Florence Nightingale	B3 Kings, Queens and Castles
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.						
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Changes in W-o-T				NHS	
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			Christopher Columbus and Neil Armstrong		Mary Seacole and/or Florence Nightingale and Edith Cavell	Elizabeth I, Queen Victoria and Elizabeth II
Significant historical events, people and places in their own locality.	Church visit?			Landmarks in W-o-T		

Christian and Philosophical Values

A1 Weston and farms	A2 Great Fire of London and toys	A3 Great explorers	B1 Landmarks	B2 Florence Nightingale	B3 Kings, Queens and Castles
★ Diversity ★ Change ★ Community ★ Nationality ★ Identity	★ Hope ★ Diversity ★ Fear ★ Change ★ Community ★ Belief	★ Hope ★ Fear ★ Choice ★ Belief	★ Equality ★ Change ★ Community ★ Beauty ★ Creativity	★ Perseverance ★ Courage ★ Service ★ Hope ★ Fear ★ Equality ★ Change ★ Duty	★ Service ★ Equality ★ Power ★ Democracy ★ Duty ★ Peace