



Year	Nursery	Subject	Geography	Academic Year 2025/26		
Prior Knowledge		End Point		Key Vocabulary		
Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life		Communication - Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Mapping - Begins to remember their way around familiar environments. Responds to some spatial and positional language. • Fieldwork -Explores how things look from different viewpoints including things that are near or far away. • Enquiry - Notices detailed features of objects in their environment.	Leicester, Autumn, Winter, Spring, Summer, house, school, farm, city, beach, park, field, shops	Assessment		
				Listen to what children say about what they see.		
				Using new vocabulary: name specific features of the world, both natural and made by people.		
				Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look for children incorporating their understanding of the seasons and weather in their play.		
	<i>I wonder what is so special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Talk about where we live	Explore natural items found on an autumn walk	Explore natural items found on a winter walk	Look for signs of new life on a spring walk	Farm animals	
2	Explore the school grounds and discuss what we see	Sing songs related to autumn	Sing songs related to the winter weather		Zoo animals	
3		Begin to notice changes in the environment			Animals in hot countries	
4		Explore festivals from other countries				
<i>General learning throughout the year</i> Creating different environments in small world play e.g. mountains, rivers, beaches, icebergs, cliffs, woodlands Daily weather conversations linked to our weather chart Looking at how the weather changes our environment - muddy slopes when it rains etc Exploring different geographical stories from around the world e.g. we're going on a lion hunt						



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Year	Reception	Subject	Geography	Academic Year 2025/26		
Prior Knowledge		End Point		Key Vocabulary		
Communication - Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Mapping - Begins to remember their way around familiar environments. Responds to some spatial and positional language. • Fieldwork -Explores how things look from different viewpoints including things that are near or far away. • Enquiry - Notices detailed features of objects in their environment.		Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. • Mapping: know about features of different places, recognise and talk about the features in familiar/other places. • Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons. • Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people. • Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.		Leicester, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far Harvest, seasons, Autumn, Winter, Spring, Summer, weather Farm, beach, countryside, moors		
				Assessment		
				Listen to what children say about what they see. Using new vocabulary: name specific features of the world, both natural and made by people. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look for children incorporating their understanding of the seasons and weather in their play.		
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Look at where we live, describe features we see on the way to school.	Exploring school's grounds and observing seasonal changes in the Autumn.	Exploring schools' grounds and observing seasonal changes in the winter	Exploring schools' grounds and observing seasonal changes in the spring		
2	Discussing where we were born and where our extended family live using world maps/globes for support.	Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.	Explore compare/contrast our environment with polar regions.	Observe, question and draw spring plants/spring growth.		
3		Explore hibernation and migration, looking	Observe seasonal weather changes in the	Explore natural spring resources in Tuff Tray,		



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		at contrasting environments/animals around the world in the autumn.	winter/spring (ice exploration)	asking questions and making/drawing observations.		
4		Explore harvest time in the UK and farming at harvest time.		Look for signs of New Life in the school grounds		
5		Explore festival origins/celebrations across the world, using a world map/globe.		Discover, compare and contrast food produce/grown in different climates around the world.		
<i>General learning throughout the year</i> Creating different environments in small world play e.g. mountains, rivers, beaches, icebergs, cliffs, woodlands Daily weather conversations linked to our weather chart Looking at how the weather changes our environment - muddy slopes when it rains etc Exploring different geographical stories from around the world e.g. we're going on a lion hunt						

Year	Year 1	Subject	Geography	Academic Year 2025/26
Prior Knowledge		End Point		Key Vocabulary
Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. · Mapping: know about features of different places, recognise and talk about the features in familiar/other places. · Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons. · Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people. · Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.		1. Name and locate some places in their locality, the UK and wider world. 2. Describe some places and features using basic geographical vocabulary. 3. Express their views on some features of their environment e.g. what they do or do not like. 4. Ask and answer simple geographical questions. 5. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 6. Observe and describe daily weather patterns.		Leicester, England. Scotland. Wales. N. Ireland, United Kingdom, country, continent ocean, globe, atlas, season, weather, Autumn, Summer, Winter, Spring, hot, cold, North, South, East, West, human, physical, key, buildings, roads, fields
				Assessment Questions
				Refer to knowledge organiser on class page.



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		7. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 8. Use a range of sources such as simple maps, globes, atlases and images. 9. Know that symbols mean something on maps. 10. Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. 11. Draw, speak or write about simple geographical concepts such as what they can see where.			
	Sequence of Learning: Family Album	Sequence of Learning: Fire Fire	Sequence of Learning: Penguins, pigs and possums	Sequence of Learning: Growth and Green Fingers	Sequence of Learning: The Great Outdoors
1	To be able to identify seasonal and daily weather patterns in the United Kingdom. (ongoing)	To be able to identify seasonal and daily weather patterns in the United Kingdom. (ongoing)	To be able to identify seasonal and daily weather patterns in the United Kingdom. (ongoing)	To be able to identify seasonal and daily weather patterns in the United Kingdom. (ongoing)	To be able to identify seasonal and daily weather patterns in the United Kingdom. (ongoing)
2	To name and locate the four countries and capital cities of the United Kingdom.	N/A	To name and locate the seven continents on a world map.	N/A	To recognise physical and human features of the school environment.
3	To identify and name a range of physical and human features using geographical vocabulary.	N/A	To name and locate the five oceans on a world map.	N/A	To recognise simple keys on a map eg buildings, roads, fields.
4	To recognise and talk about the characteristics of England and its surrounding seas.	N/A	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles on maps and globes.	N/A	To be able to draw a simple map of the school playground.
5	To recognise and talk about the characteristics of Wales and its surrounding seas.	N/A	To identify physical and human features of hot and cold places using geographical vocabulary.	N/A	To be able to use simple compass directions.



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6	To recognise and talk about the characteristics of Scotland and its surrounding seas. To recognise and talk about the characteristics of Northern Ireland and its surrounding seas.	N/A	To recognise and talk about how animals adapt to living in hot and cold places.	N/A	
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Year	Year 2	Subject	Geography	Academic Year 2025/26
Prior Knowledge in Year 1		End Point		Key Vocabulary
Name and locate some places in their locality, the UK and wider world.		▶ Name and locate significant places in their locality, the UK and wider world. ▶ Describe places and features using simple geographical vocabulary. ▶ Make observations about features that give places their character. ▶ Ask and answer simple geographical questions when investigating different places and environments. ▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. ▶ Identify seasonal and daily weather patterns. ▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. ▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ▶ Use simple compass directions as well as locational and directional language when describing features and routes. ▶ Express views about the environment and can recognise how people sometimes affect the environment. ▶ Create their own simple maps and symbols.		Leicester, city, continent, oceans, human features, physical features, England, Scotland, Wales, N. Ireland, United Kingdom, Asia, Europe, Australasia, South America, North America, Antarctica, Indian Ocean, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, North Pole, South Pole, capital city, country, globe, atlas, map, key, hemisphere, equator, season, weather, symbols
Describe some places and features using basic geographical vocabulary.				
Express their views on some features of their environment e.g. what they do or do not like.				
Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.				
Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.				
Use a range of sources such as simple maps, globes, atlases and images.				Assessment Questions
Know that symbols mean something on maps. Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.				Refer to knowledge organiser on class page.
Draw, speak or write about simple geographical concepts such as what they can see where.				



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	Sequence of Learning: The Place Where I Live	Sequence of Learning: Fighting Fit	Sequence of Learning: Explorers	Sequence of Learning: Farm Shop	Sequence of Learning: The Wind in the Willows
1	To study the geography of the school and its grounds.	N/A	To name and locate the world's seven continents and five oceans.	NA	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
2	To create a simple map.	N/A	To identify the human and physical features of Cuba.	N/A	To identify daily weather patterns in the United Kingdom.
3	To use large scale maps and aerial photos of the school and local area.	N/A	To compare the human and physical features of Havana to Leicester.	N/A	To create a weather map.
4	To recognise landmarks and basic human features on aerial photos.	N/A	To observe whether Cuba is in the Northern or Southern hemisphere and discuss the area's weather and any seasonal patterns and differences.	N/A	To identify seasonal weather patterns in the United Kingdom.
5	To observe and describe simple geographical concepts such as what you can see where.	N/A	To explore the similarities and differences between (Havana) Cuba and UK.	N/A	To investigate how the weather affects human activity.
6		N/A	To find out about the lives of children in the contrasting area. Compare schools and play areas.	N/A	To measure temperature and spot patterns.
7		N/A		N/A	To measure wind direction (using simple compass directions).

Year	Year 3	Subject	Geography	Academic Year 2025/26
Prior Knowledge in Year 2		End Point		Key Vocabulary
Name and locate significant places in their locality, the UK and wider world.		Name and locate a wider range of places in their locality, the UK and wider world.		map, atlas, globe, OS map, sign, symbol, key, aerial view, country, city, UK, Leicester, local area, rural, urban, England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, English



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Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment. Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes. Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.		Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. Observe, record, and name geographical features in their local environments. Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.		Channel, United Kingdom, human features, physical features, landmarks, continents, oceans, northern hemisphere, southern hemisphere, weather, temperature Assessment Questions Refer to knowledge organiser on class page.	
	Sequence of Learning : There's No place Like Home	Sequence of Learning : Healthy Humans	Sequence of Learning: Rock and Roll	Sequence of Learning : The Iron Man	Sequence of Learning: What the Romans did for Us



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1	To use a wider range of maps (including digital), atlases and globes to locate Leicester.	N/A	To describe what you find underground.	N/A	What can we learn about bees?
2	To name and locate cities of the United Kingdom including Leicester.	N/A	To explain how volcanoes are formed.	N/A	What are the key issues affecting bees?
3	To name and locate counties of the United Kingdom including Leicester.				How can our school environment help bees?
4	To recognise settlement patterns on maps of Leicester and begin to explain what they show.	N/A	To explain what causes earthquakes and how they are measured.	N/A	How can we plan and carry out effective ways to help conserve bees?
5	To describe and understand key aspects of physical geography and human geography, including: types of settlement and land use in our local area.	N/A	To locate and explore the Pacific Ring of Fire.	N/A	How can I record and evaluate the effectiveness of bee conservation in my school?
6	To recognise some standard OS symbols on a map of our local area.	N/A	To consider living on the Pacific Ring of Fire (the region surrounding Mt St Helens).	N/A	
7	To link features on maps to an aerial view of our school and surrounding area.	N/A		N/A	

Year	Year 4	Subject	Geography	Academic Year 2025/26
Prior Knowledge in Year 3		End Point		Key Vocabulary
Name and locate a wider range of places in their locality, the UK and wider world. Use geographical language to describe some aspects of human and physical features and patterns.		Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use geographical language to identify and explain some aspects of human and physical features and patterns.		Rubbish, waste, recycle, reused, deforestation, region, Europe, country, county, city, capital city, Paris Basin, environment, compass points, ordnance survey map, scales, 4 figure grid reference, differences/similarities, change/effect, change over time, compare/ contrast, atlas, map, globe, United Kingdom, Great Britain. physical features, human features, river, water cycle,



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Make observations about places and features that change over time. Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. Observe, record, and name geographical features in their local environments. Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.		Describe how features and places change and the links between people and environments. Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.		Assessment Questions Refer to knowledge organiser on class page.	
	Sequence of Learning: Sparks Might Fly	Sequence of Learning: The Great Plague	Sequence of Learning: Hunted	Sequence of Learning: Water Everywhere	Sequence of Learning: Passport to Europe
1	N/A	Unit based on OS Mapping	N/A	To understand what a river is and how it is different from other bodies of water.	To recap where in the world Europe is and name some of its countries.



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		To understand four figure grid references using OS Maps.			
2	N/A	To apply the use of digital mapping tools.	N/A	To name some key world rivers and know about their features.	To locate France, its capital city - look at the landmarks and find out about the Paris Basin.
3	N/A	To plan a route using a physical map.	N/A	To understand how rivers are formed and change over time.	To find out about the key physical geographical features of the Paris Basin.
4	N/A	To incorporate digital tools in planning a route.	N/A	To understand how rivers affect humans and how humans affect rivers.	To find out about the key human geographical features of the Paris Basin.
5	N/A	To apply geographical skills in a practical task (litter pick).	N/A	To understand the water cycle.	To understand more about the River Seine.
6	N/A		N/A	To demonstrate my knowledge of the water cycle.	To understand about the climate of the Paris Basin.

Year	Year 5	Subject	Geography	Academic Year 2025/26
Prior Knowledge in Year 4		End Point		Key Vocabulary
Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.		Name and locate an increasing range of places in the world including globally and topically significant features and events. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?		region, Europe, country, county, city, capital city, Russia, environment, compass points, ordnance survey map, scales, 6 figure grid reference, differences/similarities, change/effect, change over time, compare/ contrast, atlas, map, globe, compass, United Kingdom, Great Britain, physical features, human features, latitude, longitude, Equator, Northern Hemisphere. Southern Hemisphere, aerial view,
				Assessment Question
				Refer to knowledge organiser on class page.



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<table><tr><td> Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. </td><td> Recognise geographical issues affecting people in different places and environments. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. </td><td></td></tr></table>					Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Recognise geographical issues affecting people in different places and environments. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	
Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Recognise geographical issues affecting people in different places and environments. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.						
	Sequence of Learning: Faster Higher, Stronger	Sequence of Learning: Food, Glorious Food	Sequence of Learning: Earthlings	Sequence of Learning: Inventors and Inventions	Sequence of Learning: A Kingdom United		



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1	N/A	To understand that the food we eat comes from many different places around the world.	What biomes and ecosystems are found in the UK?	N/A	To Name and locate counties and cities of the United Kingdom. Children know, exactly, what is meant by the UK and GB.
2	N/A	To know how land in temperate climate zones is used to produce food.	What can I learn about ecosystems by studying the New Forest?	N/A	To understand six figure grid references using OS Maps and identify some human and physical features.
3	N/A	To know how land in tropical climate zones is used to produce food.	How can I study a local ecosystem?	N/A	To research one of the four countries and produce a fact file.
4	N/A	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	What data can I collect from my local woodland ecosystem?	N/A	To use (aerial photos or Google Earth) to visit each of the capital cities and identify key human features in each city.
5	N/A	To explore how food is produced in mediterranean climate zones.	How can I present the data collected from my local ecosystem?	N/A	To investigate the weather patterns across the UK including use of live data.
6	N/A	To explain how land is used to produce food in the United Kingdom.		N/A	To study the main rivers and mountains or islands of the four countries.
7		To understand and describe the trade links that enable food from			



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		around the world to be sold in the United Kingdom.			
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Year	Year 6	Subject	Geography	Academic Year 2025/26
Prior Knowledge in Year 5		End Point		Key Vocabulary
Name and locate an increasing range of places in the world including globally and topically significant features and events. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Express and explain their opinions on geographical and environmental issues and		Name and locate an extensive range of places in the world including globally and topically significant features and events. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.		Tropics of Capricorn and Cancer, Terrestrial, Latitude, Longitude, Urban, region, Europe, Country, County, city, continent deforestation, North/ South hemisphere, Time differences, biomes, climate zones, observe, measure /record, environmental, region, Compass points: NW NE SE SW, Ordnance Survey map, scale, 4-8 figure grid reference, differences/similarities, compare/ contrast, atlas, map, globe, United Kingdom, Great Britain, physical and human features, change, effect, change over time. Assessment Questions Refer to knowledge organiser on class page.



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recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.					
	Sequence of Learning: Survival	Sequence of Learning: Britten's got talent	Sequence of Learning: Heroes and Villains	Sequence of Learning: Super Sleuth	Sequence of Learning: Oh I do like to be beside the seaside
1	To locate the continents, countries and oceans of the world.	N/A	N/A	N/A	What is plastic waste?
2	To explore weather patterns and extreme weather.	N/A	N/A	N/A	What can our school do to reduce plastic waste?
3	To locate Australia on a world map and identify its typical weather patterns.	N/A	N/A	N/A	How can we plan and carry out effective ways to reduce plastic waste in school?
4	To research the physical and human features of Australia.	N/A	N/A	N/A	How can we record and evaluate effective ways to reduce plastic waste in school?
5	To research the 2019-2020 wildfire season.	N/A	N/A	N/A	To use six figure grid references to locate features on a map.
6	To write a report detailing the events of the 2019-2020 wildfire season.	N/A	N/A	N/A	