| **Year 1** |
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|  | **Place** | **Space** | **Scale** | **Interdependence** | **Human & Physical Processes** | **Environmental Interaction and Sustainable Development:** | **Cultural understanding and diversity:** |
| **T1** | To understand that when the we interact with the playground it gives it a sense of meaning |  | To understand Peru (South America) is very far away 6000 miles | Begin to investigate the human and physical interactions of the playground by asking and answering questions, making observations and using sources. |  |  |  |
| **T2** |  | To know and understand the characteristics of a street and differences between roads and streets | To understand buildings can be used for different reasons based on their size, e.g. a classroom or a large.... |  |  |  |  |
| **T3** |  |  |  |  | To understand the importance of weather forecasts to help us plan |  |  |
| **T4** |  | To describe and recognise the formal and fluid layout of human and natural environments; i.e. beaches interacting with promenades, tides and coast lines |  |  |  | To understand how human consumption of plastic is impacting on natural environments and the resulting consequences.To understand human's responsibilities in looking after the Earth | To consider ways to improve people's futures and Earth, and the ethics in doing so. |
| **Year 2** |
|  | **Place** | **Space** | **Scale** | **Interdependence** | **Human & Physical Processes** | **Environmental Interaction and Sustainable Development:** | **Cultural understanding and diversity:** |
| **T1** |  |  | To understand similarities in towns, villages and cities across the world | To begin to understand the connection between global warming and the frequency of forest fires.  |  |  |  |
| **T2** |  | To understand the different layouts of Ice sheets, mountains and oceans, and recognise the process affecting them. |  | To understand our connection with the natural world. to recognise and appreciate how its awe and wonder drive human endeavour and exploration. |  |  |  |
| **T3** |  |  |  |  | To begin to understand how human behaviour can impact on nature, including change and consequence.  | To begin to understand the importance of management and care of environments and responsible exploitative uses of nature. |  |
| **T4** |  |  |  |  |  |  |  |
| **Year 3** |
|  | **Place** | **Space** | **Scale** | **Interdependence** | **Human & Physical Processes** | **Environmental Interaction and Sustainable Development:** | **Cultural understanding and diversity:** |
| **T1** |  |  |  | To begin to understand how a an environment (mountains inc. rocks) influence/change human behaviour and vice versa.  | To begin to understand how mountains and their surroundings change overtime. |  |  |
| **T2** | To begin to understand the importance of natural environments (River Nile) for human settlements and how humans responded to its natural evolution. |  |  | To begin to understand how interconnected humans are to nature.  |  |  | To begin to understand different ways in which humans use environmental resources to adapt, interact national cultures, places and identity. |
| **T3** | To begin to imagine a place and what happens there; how it would develop, build character (sense of home) and how humans would respond. |  |  | To begin to understand how interconnected humans are to nature, locally (River Mersey) and globally (Oceans) through trade. |  | To begin to understand the quality management and care of environments, places and lives, and the ethics in doing so. |  |
| **T4** |  |  |  |  |  |  |  |
| **Year 4** |
|  | **Place** | **Space** | **Scale** | **Interdependence** | **Human & Physical Processes** | **Environmental Interaction and Sustainable Development:** | **Cultural understanding and diversity:** |
| **T1** |  |  |  |  | To begin to understand what processes have created certain landscapes and influenced cultures. |  | To begin to understand cultural diversity and disparities across Europe. |
| **T2** |  |  | To begin to understand and identify relationships and patterns between different places (Chester and Naples). |  | To begin to understand how the Earth's geography affects human life across Europe. |  |  |
| **T3** |  |  |  |  | To begin to understand patterns in global temperatures and the impact of glaciers | To understand the interactions between natural and human environments and their and their effects on each other, especially change and consequence. | To understand social and cultural values were humans use environmental resources to create local and national culture and identity. |
| **Year 5/6** |
|  | **Place** | **Space** | **Scale** | **Interdependence** | **Human & Physical Processes** | **Environmental Interaction and Sustainable Development:** | **Cultural understanding and diversity:** |
| **T3** |  |  |  |  | To begin to understand and identify patterns on the impact of rising temperatures, and understand the causes and consequence.  | To begin to understand the responsible and exploitative uses of Earth's resources and the degrading of natural and modified environments and damage to peoples' lives. |  |
| **Year B** |
|  | **Place** | **Space** | **Scale** | **Interdependence** | **Human & Physical Processes** | **Environmental Interaction and Sustainable Development:** | **Cultural understanding and diversity:** |
| **T1** | To begin to understand that certain places were targeted (bombed) due to its physical features, and its human features, such as character (people, structure, social environment) and perceived power. | To begin to understand how the formal layout of thew world dictated human action during the war (rivers, seas, mountains, climates). |  |  |  |  |  |
| **T2** |  |  |  | To begin to understand the significance between people, events and place, recognising and appreciating socially interdependence locally, regionally or globally. |  |  | To begin to understand local and global diversity and disparities in people's lives, communities and their connection to the natural world.  |
| **T3** |  |  |  | To begin to understand how natural environments can impact human behaviour | To begin to understand how the Earth's natural processes are affecting the world and be able to predict and plan what might happen in the future. | To begin to understand local and global diversity and disparities in people's lives, communities and their connection to the natural world. |  |