



| Year | Autumn | Spring | Summer | | | |
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| EYFS | <p>Disciplinary knowledge focus: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps, 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, 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.</p> | | | | | |
| 2Y/YN *Significant times | <p>All about me/ Marvellous me *Autumn/Harvest</p> <p>Curriculum Links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Notices detailed features of objects in their environment.</p> <p>Focus: Awareness of the natural world Know that they live in Thornley.</p> | <p>Nursery rhymes/ People who Help us *Christmas/ Celebrations</p> <p>Curriculum Links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Focus: vocabulary of place Introducing different uses of their place.</p> | <p>Food, glorious food! / I wonder</p> <p>Curriculum Links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Winter/Spring</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Focus: Awareness of the natural world New environments in stories</p> | <p>Things that Move/ All Creatures Great and Small *Easter</p> <p>Curriculum Links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Spring</p> <p>Talks about why things happen and how things work.</p> <p>Focus: vocabulary of place Introducing different uses of their place.</p> | <p>Amazing Animals/ Once Upon a Time</p> <p>Curriculum Links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Summer</p> <p>Shows care and concern for living things and the environment.</p> <p>Focus: Awareness of the natural world New environments in stories</p> | <p>Plants and Flowers/ I do like to be beside the seaside!</p> <p>Curriculum Links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to topic</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Focus: vocabulary of place Introducing different uses of their place.</p> |
| YR | <p>Into the Woods *Autumn/Harvest</p> <p>Curriculum Links: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Focus: Know that the local area extends beyond Thornley.</p> | <p>Sky Full of Stars *Christmas/ Celebrations</p> <p>Curriculum Links: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Focus: introducing same/different between environments</p> | <p>Are We There Yet?</p> <p>Curriculum Links: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Focus: awareness of the scale of the world</p> | <p>Animal Kingdom *Easter</p> <p>Curriculum Links: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Focus: introducing same/different between environments</p> | <p>Dream Big Our community</p> <p>Curriculum Links: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Focus: awareness of the scale of the world</p> | <p>Dream Big *Worship</p> <p>Curriculum Links: 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. Focus: awareness of the scale of the world</p> |

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| KS1 | <p><u>Disciplinary knowledge focus:</u> Year 1 Fieldwork and observational skills, basic mapping (including symbols), use and labelling of photographs (including aerial), globe, age appropriate atlas, Identify UK and own location within it. Geographical vocabulary – UK, region, basic locational and directional language (near, far, left, right, above, below, in front, behind), North Sea, Atlantic Ocean, Europe, weather. Countries of the UK and their capital cities</p> <p>Year 2 As Year 1, extending to different perspectives for photographs, landmarks, construct own basic map, compass directions (North, South, East, West), directional language (clockwise, anti-clockwise) All seven continents and five oceans Introducing the use of simple data to record and reflect (pictograms, block diagrams, simple tables)</p> <p>Substantive knowledge Unit Themes: Developing understanding in sequence; location, place, identification of features, human and physical processes cause/effect, comparison, responding to questions.</p> | | |
| 1 | <p>What can I find around my school?</p> <p>NC ref: Use fieldwork and geographical skills to study the geography of the school and its grounds and the surrounding environment.</p> <p>Focus: Fieldwork and observational skills, plans and maps, basic recording, knowledge of immediate surroundings.</p> | <p>What can I find in my locality?</p> <p>NC Ref: To use basic geographical vocabulary. Understand features of human and physical geography</p> <p>Focus: Fieldwork and observational skills, maps, photographs, basic recording, knowledge of immediate locality.</p> | <p>What is the geography of my country like?</p> <p>NC ref: To use world maps, atlases and globes to identify the UK and its countries.</p> <p>Focus: Location and place knowledge, maps, atlases, symbols, photographs, knowledge of wider UK.</p> |
| 2 | <p>How do we show what makes the world wonderful?</p> <p>NC ref: To name and locate the world's seven continents and five oceans. To use world maps, atlases and globes to identify continents and oceans studied at this key stage.</p> <p>Focus: photographs and landmarks, continents and oceans, compass, worldwide overview.</p> | <p>Where climate would I find on a longer journey?</p> <p>NC ref: To 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. To use simple compass directions, and locational and directional language to describe the location of features and routes on a map.</p> <p>Focus: Maps, globes and atlases, compass, asking and answering questions, basic human and physical features, comparison between place, wider location.</p> | <p>Are all holiday destinations the same? (worldwide)</p> <p>NC ref: To 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.</p> <p>Focus: Maps, globes and atlases, compass, asking and answering questions, basic human and physical features, comparison between places, wider location.</p> |

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| KS2 | <p>Disciplinary knowledge focus: LKS2 Introduce Ordnance Survey maps, four figure mapping grid reference, photographs including satellite images, construct own map with symbols to plot a route, eight points of compass, ask own questions and use evidence to answer them. All seven continents and five oceans Introduce some of the World's most significant human and physical features. Geographical vocabulary – geographical regions, topographical features Use of data to demonstrate and present information (tables, tally charts, block diagrams, categorisation, introduction of graphs)</p> <p>UKS2 As LKS2, extend to six-figure grid references, select photographs for a purpose, mapping to scale, evaluation of evidence including graphs and data sets, (line graphs, categorisation totalling, pie charts, averaging).</p> <p>Substantive Knowledge Unit Themes: Developing understanding in sequence; location, place, identification of features, human and physical processes cause/effect, comparison and connections, debates physical and human impact</p> | | |
| 3 | <p>Are the rivers of the UK the same everywhere?</p> <p>NC ref: To 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.</p> <p>Focus: Physical geography - hills, coasts, rivers. Human processes and sustainability.</p> | <p>Why do people still settle in cities?</p> <p>NC ref: To describe and understand key aspects of human geography such as types of settlement and land use. To use maps, atlases, globes and digital/computer mapping to locate countries and major cities / landmarks. To use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Focus: countries, counties, land use, settlement, contrasting cities. Human processes and sustainability.</p> | <p>What makes geography of the North- East special?</p> <p>NC ref: To describe and understand key aspects of: physical geography, including the water cycle. To describe and understand key aspects of human geography such as economic activity including trade links. To 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.</p> <p>Focus: Regional focus with lead on rivers and economic activity. Fieldwork, water cycle, rivers- their formation and impact.</p> |
| 4 | <p>What can we discover about the geography of Europe?</p> <p>NC ref: To describe and understand key aspects of physical 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.</p> <p>Focus: regions in Europe, physical and human characteristics, tectonics. Compare to UK region, discuss concepts of population, trade, environment.</p> | <p>What shapes the coast?</p> <p>NC ref: To describe and understand key aspects of physical 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. To understand geographical similarities and differences</p> <p>Focus: Climate zones and weather, key countries and features of the world. Regions, coasts and erosion, human impact</p> | <p>Why do people live where the earth can shake and roar?</p> <p>NC Ref: To describe and understand key aspects of human geography such as types of settlement and land use. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Focus: Tectonics, earthquake and volcanoes, physical and human features and processes. Case study of Italy.</p> |

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| 5 | <p>Why do climate zones matter to the geography of my world?</p> <p>NC Ref: key countries and features of the world. Regions, tropics, hemispheres, time zones Longitude/Latitude. To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Focus: 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). Processes and key features shaping places and human experiences including weather, biomes and climate zones</p> | <p>Where does my food come from?</p> <p>NC ref: To describe and understand key aspects of physical 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</p> <p>Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation. types. Use of world maps of different types. Data collection and presentation tasks.</p> | <p>Why are forests so important?</p> <p>NC ref: To describe and understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To 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.</p> <p>Focus: : Knowledge of vegetation, biomes, forest</p> |
| 6 | <p>What does Sao Paolo have in common with my region?</p> <p>NC Ref: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America. To describe and understand key aspects of physical 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.</p> <p>Focus: Comparing a region in South America with a region in the UK. Human and physical features, village/cities/impact / change.</p> | <p>What can we learn from the geography of South America?</p> <p>NC Ref: To locate the world's countries, using maps to focus on North and South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities. To describe and understand physical 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.</p> <p>Focus: Knowledge of vegetation, biomes, forest types. Use of world maps of different types, identifying different types of forests, rainforests with case study of South America. Data collection and presentation tasks.</p> | <p>SATS focus</p> |