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| Theme / Unit Overview | | | | | | | | | | |
| Locational Knowledge | | | | | | | | | | |
| Reception | | Year 1 | Year 2 | | Year 3 | Year 4 | | | Year 5 | Year 6 |
| All about me | | We are Britain | Europe and continents | |  |  | | |  |  |
| Wider world | | Oceans and Seas | England and Kenya | |  |  | | |  |  |
|  | |  | Hot and cold climate | |  |  | | |  |  |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum.* | | |
| Reception  All about me | Children can ask questions about aspects of their familiar world such as the pace where they live and natural world.  Comparing similarities and differences in home and local environments. | | | Look closely at similarities, differences, patterns and changes.  Children will begin to become aware of the features of the environment in the setting and immediate local area.  Children begin to talk about their home and community life and find out about the different experiences of others.  They talk about the features of their own immediate environment and how environments might vary from one another.  Visit different parts of the local community, including areas where some children may be very knowledgeable, elders lunch club, Greek café, Chinese supermarket. | | |  | Environment - all our physical surroundings are called environment.  Local area – the area that is close and familiar to us.  Community – a group of people living in a particular area | | |
| Reception  Wider world | Children interpreting photographs and simple maps  Children discuss the places they have been and how these look different dependent on where they are. | | | Children will use appropriate words such as town, village, road, path, house, to help make distinctions in observations.  Children will begin to know about similarities and differences between themselves and others, and among families, communities and traditions.  Help children to find out about the environment by talking to people, examining photographs and simple maps.  Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. | | |  | Town – a place where people live that is smaller than a city.  Tradition – the handing down of information or beliefs from one person to another.  Natural environment – all living and non-living things that occur naturally  Built environment – structures built by people. | | |
| Year 1  We are Britain | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use an atlas/map to locate landmarks and physical geography. | | | I am learning to name and locate the four countries of the UK using maps.  I am learning to locate Scotland and its physical features.  I am learning to locate Wales and its physical features.  I am learning to locate Northern Ireland and compare its similarities and differences with other British countries.  I am learning to locate England and identify famous buildings and landmarks using maps.  I am learning to understand geographical similarities and differences through studying the physical geography of the United Kingdom. | | |  | Edinburgh – The capital city of Scotland.  Cardiff – The capital city of Wales.  Belfast – The capital city of Northern Ireland.  Britain – The land which includes England, Scotland and Wales.  Capital city – The city which hosts the government of a country. | | |
| Year 1  Weather and Fieldwork | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this key stage.  Begin to use simple compass directions and locational and directional language to describe locations on maps.  Interpret a range of sources of geographical information including, maps, globes and aerial photographs. | | | I can identify where Ossett is on a map.  I am learning about what weather is and how it changes in each season.  I am learning how to measure and record wind, rainfall and temperature.  I can measure, record and collect data around an enquiry into what the weather is like in my local area.  I can present my findings and answer the enquiry question. | | |  | Climate – what the weather is usually like  Data – facts collected together  Seasons – 4 parts of the year in the UK that have different weather  Enquiry – An act of asking for information  Temperature – how hot or cold something is  Thermometer – used to measure temperature  Weather – what is it like outside that day | | |
| Year 2  Oceans, Seas and Continents | Pupils understand how to use a map/ atlas/ globe to find specific countries, oceans and continents.  Pupils develop contextual knowledge of the location of globally significant places.  They should develop knowledge about the world, the United Kingdom and their locality.  Children begin to understand basic vocabulary relating to human and physical geography.  Pupils can compare and discuss different locations based on their key features and uses. | | | I am learning to locate and identify the seas that surround the UK.  I am learning to identify the key physical features which exist on the coast of the UK.  I am learning to identify the key features of a harbour and compare a harbour and a coastline.  I am learning to locate the five Oceans and make comparisons.  I am learning to understand the location of the UK within Europe.  I am learning to name and locate the world’s seven continents.  I can name some countries and key features of the continents I know. | | |  | World map – A map of all of the Earth’s surface.  Sea – Smaller than an ocean, located near where the land and ocean meet.  Ocean – A very large expanse of sea.  Continent – A man expanse of the land on the Earth.  Harbour – A sheltered area where boats can anchor.  Urban area – Where many people live and work.  Coastline – Where land meets water.  Satellite/ Aerial photo – A photograph taken from a satellite in space. | | |
| Year 2  Hot and cold climates | Use world maps to locate oceans and continent land masses.  Locate the UK on a world map and within an atlas.  Using atlases to locate the equator and nearby countries.  Interpret a range of sources of geographical information including, maps, globes and aerial photographs. | | | I am learning to compare the UK with a contrasting place in the world (Antarctica).  I am learning to identify the equator and North and South poles on a map and globe.  I am learning to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  I am learning about the differences between the weather in the UK and in a country far away.  I am learning about how the weather and landscape can affect life for people in an extremely hot/cold place. | | |  | World map – A map of all of the Earth’s surface.  Continent – A man expanse of the land on the Earth.  Equator – an imaginary line drawn around the Earth exactly midway between the North Pole and the South Pole, dividing the world into two equal halves. | | |
| Year 2  Safari | Use an atlas/map of the world to locate Kenya.  Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.  Use basic geographical vocabulary to refer to key human & physical features. | | | I am learning to locate England and Kenya on a world map describing what each place may be like.  I am learning to compare weather patterns and how they might affect life and landscape.  I am learning about the different features of Kenyan landscapes.  I am learning to compare rural and city locations in Kenya.  I am learning to understand the geographical similarities and differences through comparing a UK town and Kenyan town.  I am learning to explore the similarities and differences between life in Kenya and the UK. | | |  | European – Someone who lives in Europe.  Kenya – A country in East Africa.  Climate – The weather conditions in an area in general over a long time.  Drought – A prolonged period of low rainfall leading to a shortage of water.  Nairobi – The capital city of Kenya.  Landscape – All of the visual features of an area of land. | | |

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| Theme / Unit Overview | | | | | | | | | | |
| Human Geography | | | | | | | | | | |
| Reception | | Year 1 | Year 2 | | Year 3 | Year 4 | | | Year 5 | Year 6 |
|  | |  |  | |  | Migration | | | Slums | Population |
|  | |  |  | |  |  | | |  | Globalisation |
|  | |  |  | |  |  | | |  |  |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum.* | | |
| Year 4  Migration | They can identify key features of a locality by using a map.  They can use geographical words to describe a place and the events that happen there.  They can name up to six cities in the UK and locate them on a map.  They can explain how the lives of people living in Western Asia would be different from their own.  They can explain why climate change has an effect on people moving.  They can think about the distance and time between two countries | | | I am learning to understand what is meant by the term migration.  I am learning to understand how migrants vary.  I am learning to understand how migration affects people and places.  I am learning to understand the concept of economic migration.  I am learning to understand what a refugee is and what their lives are like.  I am learning to understand how climate change will affect migration? | | |  | Migration – The movement of people from one place to another place.  Source country – The country that a migrant comes from.  Host country – The country that a migrant goes to.  Economic migrant – A person who moves from one place to another place for economic reasons. For example: employment.  International migrant – A person who moves from one country to another.  Asylum seeker – A person who has left their country and has applied to stay in another.  Persecution – When someone is treated negatively due to their race, religion or political beliefs. | | |
| Year 5  Energy and Sustainability | Expand map skills to include non-UK countries.  Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings.  They can map land use. | | | I am learning to explain the meaning of sustainability.  I am learning to understand how we produce energy. (2 Lessons)  I am learning to understand what is special about Curitiba.  I am learning to understand what is special about Freiburg.  I am learning to analyse what the future of sustainability could look like. | | |  | Sustainable – When something is good for people the environment and the economy.  Unsustainable – When something is not good for people, the environment and the economy.  Non-renewable energy – Energy sources that will run out, such as fossil fuels and nuclear energy.  Biodegradable – When something is able to break down in the soil. | | |
| Year 5  Slums | They can locate and name the main countries in South America on a world map and atlas.  They can explain how a location fits into a wider geographical location; with reference to human and economical features.  They can give extended descriptions of the physical features of different places around the world.  They can collect information about a place and use it in a report.  They can describe how some places are similar and others are different in relation to their human features. | | | I am learning to understand what a slum is and where they are located.  I am learning to understand why slums develop.  I am learning to understand the similarities and differences between two slum settlements. *(Rocinha and Dharavi)*  I am learning to understand the challenges people face living in slums?  I am learning to understand how can life in the slums be improved.  I am learning to understand how crime can be tackled in slums. | | |  | Slum – An informal densely populated and usually illegal settlement.  Densely populated – Many people living in an area.  Inhabitant – A person who lives in an area.  Urbanisation – The process whereby an increasing proportion of people live in towns and cities.  Quality of life – The level of overall wellbeing of an individual, community or country.  Standard of living – The level of wealth and material goods that an individual, community or country has access to. | | |
| Year 6  Population | They can make careful measurements and use the data.  They can collect information about a place and use it in a report.  They can describe how some places are similar and others are different in relation to their human features.  They can explain what a place might be like in the future, taking account of issues impacting on human features.  They can use maps, aerial photos, plans and web resources to describe what a locality might be like. | | | I am learning to explain where people live across the world.  I am learning to understand the factors which cause population change.  I am learning to interpret a population pyramid.  I am learning to understand the challenges a growing population can present.  I am learning to understand how we can sustain feeding the planet. | | |  | Birth rate – The number of births per 1000 people per year.  Death rate – The number of deaths per 1000 people per year.  Infant mortality rate – The number of babies that die before their first birthday, per 1000 live births per year.  Natural increase – When there are more births than deaths so population grows.  Natural decrease – When there are more deaths than births so the population will decrease.  Life expectancy – The average age that a person is expected to live to. | | |
| Year 6  Globalisation | They can give extended descriptions of the physical features of different places around the world.  They can give an extended description of the human features of different places around the world.  They can description how some places are similar and others are different in relation to their physical features.  They can explain why globalisation affects trade.  They can use maps, areal photos, plans and web resources to describe what a locality might be like.  They can name the largest trades in the world and give advantages and disadvantages of these.  They can explain why globalisation has helped some industries.  They can map land use with their own criteria.  They can identify what speed and scale is and how this affects trading with other countries. | | | I am learning to understand what is meant by globalisation.  I am learning to understand how globalisation has changed the way we communicate.  I am learning to understand how globalisation affects trade.  I am learning to understand how globalisation relates to fashion.  I am learning to understand how globalisation relates to food.  I am learning to understand where globalisation will lead us in the future. | | |  | Globalisation – Globalisation is the increasing connections between places and people across the plant through trade, politics and cultural exchanges.  Imports – Bringing goods or services into a country from another country.  Exports – Taking goods or services out of a country to another country.  Unsustainable – Not able to continue in the same way.  GDP – Gross domestic product – total value of goods and services provided in a country in one year. Rich countries have a higher GDP.  Revenue – Money that is made or is coming into the country.  TNC – Transnational corporation: a company that operates in two or more countries. | | |

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| Theme / Unit Overview | | | | | | |
| Physical Geography | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Villages, towns and cities | Rivers | Biomes |  |
|  |  |  | Water, weather and climate |  |  |  |
|  |  |  | Mountains and earthquakes |  |  |  |

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|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum.* |
| Year 3  Villages, towns and cities | They can describe the main features of a village.  They can describe the main physical differences between cities and villages.  They can explain why people may choose to live in a villages rather than a city.  They can explain why a place is like it is.  They can explain why people are attracted to live in cities | I am learning to understand where the world’s people inhabit.  I am learning to understand what is meant by a settlement.  I am learning to understand the factors which affects where people live.  I am learning to understand how settlements are shaped.  I am learning to understand what makes up a city.  I am learning to understand how cities and villages are different places to live? |  | Settlement – An area where humans live.  Village – A small settlement that can have between 100 and approximately 3,000 people.  Town – A mid-sized settlement that can have 1,000 and 100,000 people.  City – A city is a large settlement that usually has more than 100,000 people.  Population density – The number of people per square kilometres.  Population – The number of people in a particular area. |
| Year 3  Water, weather and climate | They can explain how the water cycle works.  They are aware of different weather in different parts of the world especially Europe.  They can accurately measure and collect information (rainfall, temperature, windspeed noise, levels).  They can begin to use 4 figure references.  They can accurately plot North, East, South and West on a map. | I am learning to understand what the Earth’s water is.  I am learning to explain what makes up for the weather.  I am learning to explain why it rains.  I am learning to explain why the UK can experience wild weather?  I am learning to understand the reason for the seasons.  I am learning to understand why the world’s weather is changing. |  | Atmosphere – The layer of gases surrounding the Earth.  Precipitation – Water falls from the clouds in the form of rain, sleet, snow or hail.  Surface runoff – Water that flows along the surface of the Earth. It eventually joins a river or infiltrates into the Earth.  Groundwater – Water that is underground and not on the surface.  Infiltration – Water seeps into the ground and becomes groundwater.  Air mass – An air mass is an area of air, that brings a certain type of weather condition. |
| Year 3  Mountains and Earthquakes | Children can describe how volcanoes are created.  They can describe how earthquakes are created.  They can locate and name some of the most famous volcanoes.  They can describe how volcanoes have an impact on people’s lives, accounting for risk to health, land and livelihood. | I am learning to understand what the Earth is made of.  I am learning to understand what fold mountains are.  I am learning to understand how volcanoes are formed.  I am learning to understand how an earthquake occurs.  I am learning to understand what happens when a volcano erupts.  I am learning to understand what happens when an earthquake occurs. |  | Magma – Molten rock in the mantle.  Tectonic plates – A section of the Earth’s crust.  Plate margin – The line between two tectonic plates.  Mountain range – A line of mountains.  Fold mountain – Mountains formed when tectonic plates collide and cause the plates to wrinkle. |
| Year 4  Rivers | They can explain why main cities of the world are situated by rivers.  They can use maps and atlases appropriately by using contents and indexes.    They can locate and name some of the main islands that surround the UK.  They can carry out a survey to discover features of cities and villages.  They can locate the Tropic of Cancer and the Tropic of Capricorn.  They can label the same features on an aerial photograph as on a map | I am learning to locate the world’s rivers.  I am learning to understand how rivers shape the land.  I am learning to understand what landforms can create a river.  I am learning to understand why rivers are important to people.  I am learning to understand what happens when a river floods. |  | Erosion – The wearing away of the Earth’s surface.  Transportation – The movement of sediment.  Sediment – Natural material that is carried and deposited by a river.  Deposition – The dropping of sediment.  Landform – A feature on the Earth’s surface that is part of the land.  Tributary – A smaller river that flows into a larger river |
| Year 5  Biomes | Understand geographical similarities and differences through the study of key cities linked with current world issues.  Children can say where the Tropic of Cancer and the tropic of Capricorn is on a world map.  Children can record how different biomes affect living conditions.  They can explain how a location fits into its wider geographical location; with reference to physical features.  They can map land use.  Children can locate the Arctic circle. | I am learning to understand what a biome is and where biomes are located across the globe.  I am learning to understand what affects an ecosystem.  I am learning to understand the features of the tundra?  I am learning to understand the features of the taiga.  I am learning to understand the features of the Savanna.  I am learning to understand how biomes are being damaged. |  | Biome – A large area of land with a particular climate, types of plants and animals.  Ecosystem – A community or living and non-living things that work together.  Deciduous – A tree that sheds its leaves in the Autumn.  Dormant – When a plant or animal is in a deep long sleep.  Fauna – The animals that normally live in a particular biome.  Flora – The plants that normally grown in a particular biome.  Tropics – Any place on Earth near the equator. |

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| Theme / Unit Overview | | | | | | |
| Fieldwork | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Map skills | School and local area |  | Villages, towns and cities | Rivers | Biomes |  |
|  |  |  | Water, weather and climate |  |  |  |
|  |  |  | Mountains and earthquakes |  |  |  |

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| Reception  Map skills | Children will use simple maps, drawing these and using those of the local area to identify common and familiar places.  Children will talk about similarities and differences in these settlements, using photographs alongside first hand experiences. | Children will listen to stories which help make sense of different environments.  Children will create simple maps and plans of known and imaginary landscapes.  Children can express their opinions on natural and built environments and can discuss the quality of these environments. |  |  |
| Year 1  School and local area | 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.  Use simple compass directions, locational and directional language 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. | I am learning about points on a compass and am using these to follow instructions to move around an area of school.  I am learning to use aerial photo/maps to annotate and identify information and features of our school playground/grounds area.  I am learning to create a simple map of the school playground/grounds with an appropriate key for the different features of the playground.  I am learning to plot a route through a map and begin to show an understanding of simple maps and basic symbols.  I am learning to collect data and create a simple graph/tally chart to show results of a travel to school survey.  I am learning to evaluate data and think about what this suggests about the school’s local area. |  | North – The top point of the compass.  East – The right point of the compass.  South – The bottom point of the compass.  West – The left point of the compass.  Key – A list of symbols that appear on a map.  Fieldwork – Practical work completed in a natural environment.  Local area – The area in which you closely live or reside. |
| Year 6  Fieldwork | They can choose the best way to collect information needed and decide the most appropriate unit of measure.  They can use OS maps to answer questions.  They can accurately use a 4 figure grid reference and a 6 figure grid reference.  They can create a sketch map when carrying out a field study.  They can choose the best way to collect information needed and decide the most appropriate units of measure.  They can confidently explain scale and use maps with a range of scales.  They can recognise key symbols used on ordinance survey maps.  They can make detailed sketches and plans, improving their accuracy later. | I am learning to understand why Geographers do fieldwork.  I am learning to understand what tools geographers use. (2 lessons)  I am learning to understand how geographers collect data.  I am learning to understand the ways in which geographers present their data.  I am learning to understand what geographers do with their data. |  | Fieldwork – The gathering of information in a real environment, outside the classroom.  Primary data – Data you personally collect when doing fieldwork.  Secondary data – Data that someone else has collected.  Quantitative data – Data with a mumerical value.  Qualitive data – Data that is words or images containing views or feelings. |

Tier 1 and Tier 2 vocabulary

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| EYFS | KS1 | LKS2 | UKS2 |
| Place, quiet, busy, calm, noisy, similar, different, same, old, new, past, present, map, environment, technology, programme, move, direction, forwards, backwards, route. | Map, country, location, features, landmark, similarities, differences, atlas, globe, compare, physical features, compass, direction, weather, lifestyle, rural, city  African, wildlife, landscape, tropic, temperate  Europe, Africa, Asia, Australasia, North America, South America, Antarctica  Wales, Scotland, England, Northern Ireland | Push factor, pull factor, refugee, migrant.  Weather, lake, river, stream, riverbed, sources, mouth  Volcano, earthquake, tsunami | Temperature, deforestation, latitude,  Birth rate, death rate, natural increase, natural decrease  Analysis, correlation, |