|  |  |  |  |
| --- | --- | --- | --- |
| Geography  Cycle A | **Pedagogical Knowledge**  The most powerful way children learn geography is through enquiries delivered via fieldwork and engaging with children’s personal and lived experiences of the world. | | |
| The enquiry approach is central to ideas in geography education about knowledge, learning and pedagogy. It is the keyway children learn in geography because it provides great opportunities to stimulate children’s’ interest in significant questions, critically engage with and synthesise different kinds of evidence and draw well-supported conclusions.  The most important geographical pedagogical knowledge is:   * Enquiry is question driven * Enquiry is supported by evidence from the ‘real world’ for example maps, statistics, photographs and film. * Enquiry requires thinking geographically – reasoning, weighing evidence and considering different viewpoints. * Enquiry is reflective – children reach conclusions, make judgements and reflect on their own viewpoint. | | |
| Nursery  **Understanding the World** | **Autumn**  **Past and Present**  By the end of the Autumn Term children should be able to:   * Remember and talk about significant events in their own experience. * Develop an understanding of growth, decay and changes over time (ongoing).   **People, Culture and Communities**  By the end of the Autumn Term children should be able to:   * Show interest in the lives of people who are familiar to them. * Enjoy joining in with family customs and routines (ongoing). * Show interest in different occupations and ways of life indoors and outdoors (ongoing).   **The Natural World**  By the end of the Autumn Term children should be  able to:  ● Look closely at similarities, differences, patterns and change in nature (ongoing).  ● Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world (ongoing).  ● Makes observations of animals and plants and explains why some things occur and talks about changes (ongoing). | **Spring**  **Past and Present**  By the end of the Spring Term children should be able to:   * Share stories about people (own family) from the past. * Develop an understanding of growth, decay and changes over time (ongoing).   **People, Culture and Communities**  By the end of the Spring Term children should be able to:   * Enjoy joining in with family customs and routines (ongoing). * Recognise and describe special times or events for family or friends. * Show interest in different occupations and ways of life indoors and outdoors (ongoing).   **The Natural World**  By the end of the Spring Term children should be able to:  • Develop an understanding of growth, decay and changes over time (ongoing).  • Show care and concern for living things and the environment (ongoing) | **Summer**  **Past and Present**  By the end of the Summer Term children should be able to:   * Develop an understanding of growth, decay and changes over time (ongoing).   **People, Culture and Communities**   * By the end of the Summer Term children should be able to: * Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family or communities. * Enjoy joining in with family customs and routines (ongoing). * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Show interest in different occupations and ways of life indoors and outdoors (ongoing).   **The Natural World**  By the end of the Summer Term children should be able to:   * Comment and begin to ask questions about aspects of their familiar world such as the place where they live or the natural world. * Begin to understand the effect their behaviour can have on the environment. * Develop an understanding of growth, decay and changes over time (ongoing). |
| Reception  **Understanding the World** | **Autumn**  **Past and Present**  By the end of the Autumn Term children should be able to:  ● Comment on images of familiar situations in the past. | **Spring**  **People, Culture and Communities**  By the end of the Autumn Term children should be able to:  ● Enjoys joining in with family customs and routines  (ongoing).  ● Draw information from simple maps including immediate  environment and from stories. | **Summer**  **The Natural World**  By the end of the Autumn Term children should be able to:  ● Look closely at similarities, differences, patterns and change in nature (ongoing).  ● Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world (ongoing).  ● Makes observations of animals and plants and explains why some things occur and talks about changes (ongoing). |
| Y1&2 | **Autumn**  **Childhood**  Concepts: Locational Knowledge, Skills and Fieldwork | **Spring**  **Bright Lights, Big City**  Concepts: Place Knowledge, Human and Physical Geography, Skills and Fieldwork | **Summer**  **School Days**  Concepts: Human and Physical Geography and Skills and Fieldwork |
| + Unit | Everyday materials  Funny faces and fabulous features  Human senses  Mix it!  **Our Wonderful World** Shade and shelter | Taxi!  Rain and Sunrays  Seasonal Changes | Animal parts  Chop, slice and mash  Plant parts Street View |
| Significant Person/Event | Significant events – Queen's coronation | Great Fire of London  Queen Elizabeth II  King Charles 111 | Samuel Wilderspin |
| Local Heritage | Preston Park Museum - Toys | Local walk – study of local landmarks | Our school’s history |
| Y1 | **A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.**  Draw or read a simple picture map.  **A location is a place or the position of something.** **The compass points north, south, east and west can be used when giving directions.**  Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.  **A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.**  Name and locate the world's seven continents and five oceans on a world map.  **Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres.**  Locate hot and cold areas of the world in relation to the equator. Identify the similarities and differences between two places.  **The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country.**  Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. | **Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.**  Name and describe the purpose of human features and landmarks.  **Places can be compared by size, amenities, transport, location, weather and climate. Kuala Lumpur is the capital city of Malaysia.**  Identify the similarities and differences between two places.  **Physical features are naturally-created features of the Earth.**  Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  **There are four seasons in the UK: spring, summer, autumn and winter.**  Identify patterns in daily and seasonal weather. | **Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.**  Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  **Litter and pollution have a harmful effect on the areas where we live, work and play.**  Describe how pollution and litter affect the local environment and school grounds.  **Geographical features can change over time.**  Describe how a place or geographical feature has changed over time. |
| Y1  Cumulative skill | Describe how a place or geographical feature has changed over time.  Make plausible predictions about geographical learning and give reasons. | | |
| Y2 | **A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.**  Draw or read a range of simple maps that use symbols and a key.  **The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.**  Use simple compass directions to describe the location of features or a route on a map.  **An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.**  Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.  **The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.**  Locate the equator and the North and South Poles on a world map or globe.  **The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.**  Identify characteristics of the four countries and major cities of the UK. | **Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.**  Use geographical vocabulary to describe how and why people use a range of human features.  **A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.**  Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.  **A physical feature is one that forms naturally, and can change over time due to weather and other forces.**  Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  **A weather pattern is a type of weather that is repeated.**  Describe simple weather patterns of hot and cold places. | **Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.**  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  **The local environment can be improved by picking up litter, planting flowers and improving amenities.**  Describe ways to improve the local environment.  **An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.**  Describe how an environment has or might change over time. |
| Y2  Cumulative skill | Draw or read a range of simple maps that use symbols and a key.  Make geographical inferences using different sources, such as a weather chart.  Make plausible predictions using geographical vocabulary e.g., weather, climate, transport, equator. | | |
| Y3&4  Cycle A | **Autumn**  **Through The Ages**  Concepts: Locational Knowledge, Place Knowledge, Human and Physical Geography and Skills and Fieldwork | **Spring**  **Rocks, Relics and Rumbles**  Concepts: Human and Physical Geography and Locational Knowledge | **Summer**  **Emperors and Empires**  Concept: Human and Physical Geography and Locational Knowledge |
| + Unit | Contrast and Complement  Cook Well, Eat Well  **One Planet, Our World**  Prehistoric Pots  Skeletal and Muscular Systems | Ammonite  Forces and magnets  Making it move  People and places | Beautiful botanicals  Greenhouse  Light and Shadows  Mosaic masters  Plant nutrition and reproduction  **Terrific Teesside** |
| Significant Person |  | Mary Anning  Pompeii | Boudicca |
| Local Heritage | Yorkshire – Murton Park | Brimham Rocks  Stump cross caverns | Arbeia Fort Hadrian’s wall  Durham Castle The Great North Museum  Yorvik |
| Y3 | **Maps, globes and digital mapping tools can help to locate and describe significant geographical features.** **Countries are located within continents. Countries have capital cities and geographical features.**  Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.  **Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.**  Classify, compare and contrast different types of geographical feature.  **The Earth is made of four different layers.**  Name and describe properties of the Earth’s four layers.  **Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.**  Locate significant places using latitude and longitude.  **The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.**  Identify the five major climate zones on Earth.  **Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.**  Name, locate and describe some major counties and cities in the UK.  **Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.**  Explain how the weather affects the use of urban and rural environments. | **Begin to understand that there are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic.**  Name and describe the types, appearance and properties of rocks.  **The crust of the Earth is divided into tectonic plates that move.**  Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift).  **A volcano is an opening in the Earth’s surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates.**  Describe the parts of a volcano or earthquake.  **Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge.**  Name and locate significant volcanoes and plate boundaries and explain why they are important.  **Begin to understand that volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.**  Explain the physical processes that cause earthquakes and volcanic eruptions. | Name, locate and explain the importance of significant rivers. |
| Y3  Cumulative skill | Locate significant places using latitude and longitude. Name, locate and explain the importance of significant mountains or rivers.  Use correct geographical words to describe the impact of an event. | | |
| Y4 | **An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.**  Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.  **A physical feature is one that forms naturally and can change over time due to physical processes.**  Describe and compare aspects of physical features.  **The earth is made of four different layers.**  Name and describe properties of the Earth’s four layers.  **The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.**  Identify the location of the Tropics of Cancer and Capricorn on a world map.  **Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains.**  Describe altitudinal zonation on mountains.  **Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.**  Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.  **Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.**  Explain climatic variations of a country or continent. | **There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic.**  Name and describe the types, appearance and properties of rocks.  **The crust of the Earth is divided into tectonic plates that move.**  Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift).  **Mountains form over millions of years.**  Identify, describe and explain the formation of different mountain types.  **Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.**  Name, locate and explain the importance of significant mountains or rivers.  **Understand that volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.**  Explain the physical processes that cause earthquakes and volcanic eruptions. | Explain how the physical processes of a river, sea or ocean have changed a landscape over time. |
| Y4  Cumulative skill | Explain how the physical processes of a river, sea or ocean have changed a landscape over time.  Compare measurements and information between two given places e.g. temperature, wind speed, rainfall, pollution, population. | | |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties**  Concepts: Locational Knowledge, Place Knowledge, Human and Physical Geography and Skills and Fieldwork | **Spring**  **Sow, Grow and Farm**  Concepts: Human and Physical Geography and Locational Knowledge | **Summer**  **Groundbreaking Greeks**  Concept: Place Knowledge and Skills and Fieldwork |
| + Unit | Taotie Forces and Mechanisms  Earth and Space  Tints, Tones and Shades (Y5)  **Investigating Our World**  Moving Mechanisms  Migration | Eat the Seasons  Human Reproduction and Ageing Line  Light and Shadows  Nature's Art | Architecture  Properties and Changes of Materials  Mixed Media  Expression |
| Significant Person | The Yellow Emperor and the Xia Dynasty |  | Alexander the Great |
| Local Heritage |  | Local farms and allotments |  |
| Y5 | **Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.**  Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Analyse and compare a place, or places, using aerial photographs, atlases and maps.  **The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT).**  Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).  **The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.**  Name and locate the world’s biomes, climate zones and vegetation belts and explain their common characteristics.  **Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.**  Name, locate and describe major world cities.  **Relative location is where something is found in comparison with other features.**  Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. | **Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral).**  Describe in detail the different types of agricultural land use in the UK.  **The topography of an area intended for agricultural purposes is an important consideration.**  Explain how the topography and soil type affect the location of different agricultural regions.  **Soil fertility, drainage and climate influence the placement and success of agricultural land.**  Describe how soil fertility, drainage and climate affect agricultural land use.  **North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.**  Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.  **Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods.**  Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. | **Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.**  Analyse and compare a place, or places, using aerial photographs, atlases and maps. |
| Y5  Cumulative skill | Identify topical issues, problems and events that are of concern to them as individuals and to society.  Work out a correct itinerary detailing a journey to another part of the world. | | |
| Y6 | **Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.** **Satellite images are photographs of Earth taken by imaging satellites.**  Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Use satellite imaging and maps of different scales to find out geographical information about a place.  **The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.**  Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming.**  Explain how climate change affects climate zones and biomes across the world  **Geographical interconnections are the ways in which people and things are connected.**  Explain interconnections between two or more areas of the world.  **A geographical pattern is the arrangement of objects on the Earth’s surface in relation to one another.**  Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. | **Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.**  Describe the distribution of natural resources in an area or country.  **The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.**  Explain how the presence of ice makes the polar oceans different to other oceans on Earth.  **Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.**  Describe the physical processes, including weather, that affect two different locations.  **The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. Antarctica is a continent located in the Southern Hemisphere.**  Compare and describe physical features of polar landscapes.  **The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.**  Explain how humans function in the place they live. | **Satellite images are photographs of Earth taken by imaging satellites.**  Use satellite imaging and maps of different scales to find out geographical information about a place. |
| Y6  Cumulative skill | Explain how humans function in the place they live.  Define geographical questions to guide research.  Use a selection of self-selected resources to answer questions. | | |