

Hunmanby Primary School

Geography Curriculum Map

Intent (to match school website)

At Hunmanby Primary School we intend for the teaching of Geography to fulfil the requirements of the National Curriculum; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills. Our teaching of geography aims to inspire children's curiosity and interest to explore the world that we live in and its people, and for the children to develop a love for geography. We are committed to providing children with opportunities to investigate and make enquiries about their fantastic local area of Hunmanby so they can develop a real sense of who they are, their heritage and what makes their local area unique and special. We equip children with geographical skills to develop their knowledge through studying a range of places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Through our teaching, we intend to provoke thought and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation (to match school website)

We deliver our Geography curriculum through projects and use Cornerstones Curriculum Maestro to support our planning and teacher subject knowledge. These projects are built around essential knowledge, understanding and the key skills of geography. These are broken into year group expectations and show clear continuity and progress. In accordance with the National Curriculum's expectations, the aims of teaching geography in our school are:

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- To provide opportunities to collect, analyse and communicate data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Children at Hunmanby Primary School enjoy first hand opportunities to explore and investigate our beautiful, rich and diverse geographical area. Teachers are encouraged to consider opportunities to use these school grounds and the local area for fieldwork to enable children to base learning on first hand experiences and develop a real sense of who they are, their heritage and what makes our local area unique and special.

Early Years Foundation Stage

We teach Geography in the Foundation Stage as an integral part of the topic work covered during the year which runs alongside Curriculum Maestro. We relate the children's work to the objectives set out in the Development Matters document and the Early Learning Goals that underpin the curriculum planning. Pupils have opportunities to:

- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1

Pupils develop knowledge about the world, the United Kingdom and their locality. They are taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Pupils extend their knowledge and understanding beyond our local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Impact
Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. The impact of our geography curriculum can be seen in our children's writing books, images of children's practical learning and through pupil voice about their learning.

Long Term Overview (TBC)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Community	Marvellous machines	Long Ago	Ready, steady, grow	Animal safari	On the beach
Year 1	Our Wonderful World	Our Wonderful World	Bright Lights, Big City	Bright Lights, Big City		
Year 2	Let's Explore the World	Let's Explore the World			Coastline	Coastline
Year 3	Our Planet, Our World	Our Planet, Our World	Rocks, Relics and Rumbles	Rocks, Relics and Rumbles		
Year 4	Interconnected World	Interconnected World	Misty Mountains, Winding River	Misty Mountains, Winding River		
Year 5	Investigating Our World	Investigating Our World			Sow, Grow and Farm	Sow, Grow and Farm
Year 6	Our Changing World	Our Changing World	Frozen Kingdoms	Frozen Kingdoms		

Geography			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • 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.
		The Natural World	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught 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.

Human and Physical Geography

Pupils should be taught 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;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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; 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.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- 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;
- 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).

Place Knowledge

Pupils should be taught 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, and a region within North or South America.

Human and Physical Geography

Pupils should be taught 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;
 - 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- 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.

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Exploring Autumn (woodland environment)	<u>Marvellous machines</u>	Long ago	<u>Animal Safari</u> Where do animals live?	<u>Ready, Steady, Grow</u> Down on the farm The gigantic turnip	<u>On the beach</u> What can you do at the beach? 2 locations Beach and countryside (similarities and differences)
Development Matters	Talk about what they see, using a wide range of vocabulary.	Enhanced provision	Enhanced provision	Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	Make and use simple maps in their play to represent places and journeys, real and imagined.	Say how two places in the immediate environment are the same or different
Rationale / local context / links to topics / enrichment						

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Substantive and Disciplinary Knowledge	<u>Me and My Community</u> Messy Maps	<u>Marvellous machines</u> <i>Continuous Provision</i>	<u>Long Ago</u> Yearly changes	<u>Animal safari</u> Animals around the world Comparing places <u>Signs of Spring</u> Rain or shine	<u>Ready, steady, grow</u> Rosie's Walk <u>Creep, Crawl and Wriggle</u> Snail Trail	<u>On the beach</u> Seas and oceans Coral reefs to icy seas
Development Matters	Draw information from a simple map.		Explore the natural world around them.	Recognise some environments that are different to the one in which they live.	Create a simple map	Understand changes in the natural world
Skills	Name and talk about human-made features in the local environment, including shops, houses, streets and parks. Use photographs and maps to identify and describe human and		Record observations about the way the local environment changes throughout each season.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Make and use simple maps in their play to represent places and journeys, real and imagined.	Begin to notice and talk about the different places around the world, including oceans and seas. Describe how two places are the same or different using simple

	physical features from their locality			Describe how different types of weather affect the local environment.		picture maps, photographs, data and other geographical resources.
<p align="center"><u>Rationale / local context / links to topics / enrichment</u></p> <p align="center">Autumn term trip - walk around the village Summer term – trip to the beach</p>						

Year 1 (need to order in line with teacher plans)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Wonderful World		Bright Lights, Big City		Geography revision & retrieval	
	This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.		This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.			
Locational knowledge	Name and locate the world's seven continents and five oceans on a world map. Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.		Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.			
Place knowledge	Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. Identify the similarities and differences between two places.		Identify the similarities and differences between two places.			
Human and physical geography	Name and describe the purpose of human features and landmarks. Identify the characteristics of a settlement. 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. Locate hot and cold areas of the world in relation to the equator.		Name and describe the purpose of human features and landmarks. Identify patterns in daily and seasonal weather. 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. Name important buildings and places and explain their importance.			

Geographical skills and fieldwork	Identify features and landmarks on an aerial photograph or plan perspective. Collect simple data during fieldwork activities. Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. Draw or read a simple picture map.	Identify features and landmarks on an aerial photograph or plan perspective. Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. Draw or read a simple picture map.				
Rationale / local context / links to topics / enrichment						
SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS						

Year 2 (need to order in line with teacher plans)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore the World	Let's Explore the World	Geography revision & retrieval		Coastline	Coastline
	This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.				This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.	
Locational knowledge	Describe ways to improve the local environment. Identify characteristics of the four countries and major cities of the UK. Locate the equator and the North and South Poles on a world map or globe.	Describe ways to improve the local environment. Identify characteristics of the four countries and major cities of the UK. Locate the equator and the North and South Poles on a world map or globe.			Describe the size, location and function of a local industry.	Describe the size, location and function of a local industry.
Place knowledge	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. Identify characteristics of the four countries and major cities of the UK. Locate the equator and the North and South Poles on a world map or globe.	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. Identify characteristics of the four countries and major cities of the UK. Locate the equator and the North and South Poles on a world map or globe.			Study aerial photographs to describe the features and characteristics of an area of land. 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. Use simple compass directions to describe the location	Study aerial photographs to describe the features and characteristics of an area of land. 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. Use simple compass directions to describe the location

	Use simple compass directions to describe the location of features or a route on a map. Draw or read a range of simple maps that use symbols and a key. Name, locate and explain the significance of a place	Use simple compass directions to describe the location of features or a route on a map. Draw or read a range of simple maps that use symbols and a key. Name, locate and explain the significance of a place			of features or a route on a map. Draw or read a range of simple maps that use symbols and a key.	of features or a route on a map. Draw or read a range of simple maps that use symbols and a key.
Human and physical geography	Describe simple weather patterns of hot and cold places. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Describe simple weather patterns of hot and cold places. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.			Use geographical vocabulary to describe how and why people use a range of human features. Describe, in simple terms, the effects of erosion. 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. Describe how an environment has or might change over time.	Use geographical vocabulary to describe how and why people use a range of human features. Describe, in simple terms, the effects of erosion. 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. Describe how an environment has or might change over time.
Geographical skills and fieldwork	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and			Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and

	secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.			secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.
					Trip to Filey beach Grace Darling (Biography-4 weeks)	
SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS						

Year 3 (need to order in line with teacher plans)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Planet, Our World	Our Planet, Our World	Rocks, Relics and Rumbles	Rocks, Relics and Rumbles	Geography revision & retrieval	
	This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.		This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.			
Locational knowledge	Describe the type and characteristics of settlement or land use in an area or region. Identify the five major climate zones on Earth Locate countries and major cities in Europe (including Russia) on a world map. Locate significant places using latitude and longitude.	Describe the type and characteristics of settlement or land use in an area or region. Identify the five major climate zones on Earth. Locate countries and major cities in Europe (including Russia) on a world map. Locate significant places using latitude and longitude.	Locate significant places using latitude and longitude. Use the eight points of a compass to locate a geographical feature or place on a map. Name and locate significant volcanoes and plate boundaries and explain why they are important.	Locate significant places using latitude and longitude. Use the eight points of a compass to locate a geographical feature or place on a map. Name and locate significant volcanoes and plate boundaries and explain why they are important.		

Place knowledge	Name, locate and describe some major counties and cities in the UK.	Name, locate and describe some major counties and cities in the UK.	Use the eight points of a compass to locate a geographical feature or place on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.		
Human and physical geography	<p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Explain how the weather affects the use of urban and rural environments.</p> <p>Name and describe the types, appearance and properties of rocks</p> <p>Name and describe properties of the Earth's four layers.</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p>	<p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Explain how the weather affects the use of urban and rural environments.</p> <p>Name and describe properties of the Earth's four layers.</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p>	<p>Explain the physical processes that cause earthquakes.</p> <p>Name and describe the types, appearance and properties of rocks</p> <p>Describe the parts of a volcano or earthquake.</p> <p>Name and describe properties of the Earth's four layers.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p>	<p>Explain the physical processes that cause earthquakes.</p> <p>Name and describe the types, appearance and properties of rocks</p> <p>Describe the parts of a volcano or earthquake.</p> <p>Name and describe properties of the Earth's four layers.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p>		
Geographical skills and fieldwork	<p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Analyse primary data, identifying any patterns observed.</p> <p>Gather evidence to answer a geographical question or enquiry.</p>	<p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Analyse primary data, identifying any patterns observed.</p> <p>Gather evidence to answer a geographical question or enquiry.</p>	<p>Classify, compare and contrast different types of geographical feature.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p>	<p>Classify, compare and contrast different types of geographical feature.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p>		

	Classify, compare and contrast different types of geographical feature.	Classify, compare and contrast different types of geographical feature.				
Rationale / local context / links to topics / enrichment			Earthquakes (Non-chronological report, 4 weeks)	Links to science		
<i>SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS</i>						

Year 4 (need to order in line with teacher plans)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Interconnected World	Interconnected World	Misty Mountains, Winding River	Misty Mountains, Winding River	Geography revision & retrieval	
	This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.		This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.			
Locational knowledge	-Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. -Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. -Identify the location of the Tropics of Cancer and Capricorn on a world map.		-Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. -Identify the topography of an area of the UK using contour lines on a map. -Name, locate and explain the importance of significant mountains or rivers.			
Place knowledge	-Explain climatic variations of a country or continent. -Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.		-Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. -Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.			
Human and physical geography	-Describe a range of human features and their location and explain how they are interconnected. -Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. -Describe how natural resources can be harnessed to create sustainable energy.		-Use specific geographical vocabulary and diagrams to explain the water cycle. -Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. -Describe and explain the transportation of materials by rivers. -Identify, describe and explain the formation of different mountain types. -Describe altitudinal zonation on mountains. -Describe and compare aspects of physical features. -Explain how the physical processes of a river, sea or ocean have changed a landscape over time. -Use specific geographical vocabulary and diagrams to explain the water cycle.			
Geographical skills and fieldwork	-Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. -Investigate a geographical hypothesis using a range of fieldwork techniques.		-Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. -Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.			

	<ul style="list-style-type: none"> -Use four or six-figure grid references and keys to describe the location of objects and places on a map. -Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. 	<ul style="list-style-type: none"> -Use four or six-figure grid references and keys to describe the location of objects and places on a map. 	
Rationale / local context / links to topics / enrichment	Local transport links fieldwork	Local river study (River Esk) – link to our East Barnby trip where we canoe down the River Esk in the summer term, this allows us to recap our learning in a practical way and apply our learning to real life and our local area.	
<i>SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS</i>			

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Investigating Our World	Investigating Our World	Geography revision & retrieval		Sow, Grow and Farm	Sow, Grow and Farm
	This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.				This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.	
Locational knowledge	<ul style="list-style-type: none"> Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Name, locate and describe major world cities. Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). 				<ul style="list-style-type: none"> Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. 	
Place knowledge	<ul style="list-style-type: none"> Identify and describe the similarities and differences in physical and human geography between continents. 				<ul style="list-style-type: none"> Describe in detail the different types of agricultural land use in the UK. 	
Human and physical geography	<ul style="list-style-type: none"> Identify and explain ways that people can improve the production of products without compromising the needs of future generations. Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). 				<ul style="list-style-type: none"> Explain how the climate affects land use. Describe how soil fertility, drainage and climate affect agricultural land use. Explain how the topography and soil type affect the location of different agricultural regions. 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. Identify some of the problems of farming in a developing country and report on ways in which these can be supported. 	
Geographical skills and fieldwork	<ul style="list-style-type: none"> Analyse and compare a place, or places, using aerial photographs, atlases and maps. Summarise geographical data to draw conclusions. 				<ul style="list-style-type: none"> Construct or carry out a geographical enquiry by gathering and analysing a range of sources. Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. 	

	<ul style="list-style-type: none"> Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Identify elevated areas, depressions and river basins on a relief map. 				
Rationale / local context / links to topics / enrichment	The Explorer (Adventure-4 weeks)				Scampston Hall trip (allotment gardening) David Attenborough (Biography-4 weeks) D&T links (seasonal foods) Art – Land Art
<i>SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITY DETAILS</i>					

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Changing World	Our Changing World	Frozen Kingdoms	Frozen Kingdoms	Geography revision & retrieval	
	This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.		This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.			
Locational knowledge	Describe the climatic similarities and differences between two regions.	Describe the climatic similarities and differences between two regions.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth. Explain how climate change affects climate zones and biomes across the world. Identify the position and explain the significance of latitude, longitude,	Explain how the presence of ice makes the polar oceans different to other oceans on Earth. Explain how climate change affects climate zones and biomes across the world. Identify the position and explain the significance of latitude, longitude,		

			<p>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).</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Describe the climatic similarities and differences between two regions.</p>	<p>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).</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Describe the climatic similarities and differences between two regions.</p>		
Place knowledge					Explain interconnections between two or more areas of the world.	Explain interconnections between two or more areas of the world.
Human and physical geography	<p>Explain how humans function in the place they live.</p> <p>Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Describe the physical processes, including weather, that affect two different locations.</p> <p>Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p> <p>Describe patterns of human population</p>	<p>Explain how humans function in the place they live.</p> <p>Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Describe the physical processes, including weather, that affect two different locations.</p> <p>Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p> <p>Describe patterns of human population</p>	<p>Explain how humans function in the place they live.</p> <p>Describe the distribution of natural resources in an area or country.</p> <p>Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Compare and describe physical features of polar landscapes.</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>	<p>Explain how humans function in the place they live.</p> <p>Describe the distribution of natural resources in an area or country.</p> <p>Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Compare and describe physical features of polar landscapes.</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>		

