



Geography

Subject Handbook

- Intent, implementation & impact
- *Enrichment – coming soon*
- Programme of study
- *Prior & future knowledge – coming soon*
- Concept progression
- Curriculum sequencing, vocabulary mapping and 'Reading To Learn' texts



Geography

Intent:

We live in a world where the balance between nature and humans has never been more closely scrutinised and, more critically, addressed. It is our intent to arm children with the geographical understanding and knowledge to be able to understand, and in some cases even effect, the inevitable change that will no doubt transpire in the near future on local, national and international scales.

Connections and links are integral to geography. Starting with the world which our youngest pupils can see, hear, feel and - most importantly – understand, we will teach them to make connections to and understand places further afield and with ever increasing contrasts to their known world. They will investigate and understand how cities and populations have developed and changed and once again make those all-important connections to their bank of understood or ‘known’ locations. It will spark pupils’ curiosity about places and people. It will promote knowledge, interest and fascination about worlds previously unknown to the majority, whilst bringing them to life in the classroom. We will help children to understand the physical processes they undoubtedly see all around them, fostering new appreciation alongside this understanding.

Geography at Nancledra will help pupils to become knowledgeable citizens who are concerned about the future of the world, are able to understand key geographical concepts and possess the skills required to investigate and share them.

Implementation:

Through the 2014 National Curriculum framework, Geography at Nancledra is taught using a knowledge based curriculum and aims to ensure that all our pupils;

- participate in fieldwork activities which promote geographical knowledge and understanding whilst bridging the divide between the classroom and the real world
- have the opportunity to work in a supportive and collaborative learning space which fosters investigative and enquiry based learning
- are able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- participate in activities which promote a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment

Impact:

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained in each half-termly unit:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular marking and pupil voice feedback.
- subject monitoring, including book looks.
- regular low stakes knowledge assessments, using a range of creative approaches.

Enrichment:

We maximise children’s Geography learning through providing them with a range of rich, memorable experiences. These include, field trips to local parks; woodlands; rivers; and settlements.


Geography National Curriculum @Nanledra: Programme of Study Overview

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- A. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- B. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- C. are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

CA	ELG	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Understanding The world	<p>All About Me! 1. I know where my school is. 2. I know where I live. 3. People in our community help us. 4. When there is an emergency, people can help us.</p>	<p>Transport 1. There are many different types of transport. 2. There are different types of land transport around the world. 3. There are different types of water transport around the world. 4. Begin to understand north, south poles and the equator, globe. (Ernest Shackleton)</p>	<p>Space 1. I know we live on planet Earth and begin to understand what a globe is.</p>	<p>Kings and Queens 1. I know that in England, we have a King called King Charles III and our flag is called The Union Jack. 2a. I recognise Buckingham Palace as a special place where the King lives. 2b. I know that the King's Guard wear special uniform and protect the King. 5. I know that the Prime Minister is chosen to make decisions about our country.</p>	<p>Growing and Changing 4. I know farmers in our local community harvest crops for us to eat.</p>	<p>Stories from the Past 3a. I know that stories have been told around the world for many years. 3b. I know that the Ancient Greeks were people who lived in Greece a long time ago. 5a. I know that the Anansi stories were first told in West Africa.</p>
		<p>Substantive concept: location Disciplinary concepts: use of maps</p>	<p>Substantive concept: location, place knowledge Disciplinary concepts: use of a globe</p>	<p>Substantive concept: place and space Disciplinary concepts: geographers describe places.</p>	<p>Substantive concept: location and community Disciplinary concepts:</p>	<p>Substantive concept: location, climate and change Disciplinary concepts: geographers look at the human and physical geography of regions of the world.</p>	<p>Substantive concept: location and community Disciplinary concepts: use of maps</p>
	Vocabulary	<p>Map, playground, dinner hall, classrooms, school gate, near, next to, further, far, past, over, alongside, transport</p>	<p>Transport, journey, vehicle, goods, distance, bus, car, train, taxi, tram, ferry, plane, roads, tuk-tuk, Thailand, Bullet Train, Japan, miles per hour, tracks, Sailing boat, ship, car ferry, container ship, sailor, captain, gondola, gondolier, canal, river, sea, ocean., North Pole, South Pole, Equator, Arctic, Antarctic,</p>	<p>Earth, planet, land, ocean, sun, daylight, night time, rocket, shuttle, astronaut, International Space Station, names of planets, stars, galaxy, solar system, distance, constellations.</p>	<p>Throne, coronation, the Royal Family, crown, monarch</p>	<p>Plant, vegetable, fruit, ground, crops, farmer, harvest Farm, tractor, field, seeds</p>	<p>Names of places that feature in the key stories chosen for this topic.</p>
	Reading To Learn						

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand 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.

Pupils should be taught about:	Y1 2023-24	Y2 2023-24
Locational knowledge		
name and locate the world's seven continents and five oceans	The Seven Continents; SUM1	Northern Europe; SUM1
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	The UK; SPR1	The British Isles; SPR1
Place knowledge		
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		The British Isles; SPR1
Human and physical geography		
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	The UK; SPR1 The Seven Continents; SUM1	The British Isles; SPR1 Northern Europe; SUM1
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	The UK; SPR1 The Seven Continents; SUM1	The British Isles; SPR1 Northern Europe; SUM1
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	The UK; SPR1 The Seven Continents; SUM1	The British Isles; SPR1 Northern Europe; SUM1

Geographical skills and fieldwork	Year One 2023-24	Year Two 2023-24
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	The UK; SPR1 The Seven Continents; SUM1	The British Isles; SPR1 Northern Europe; SUM1
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	Spatial Sense: AUT1 The UK; SPR1 The Seven Continents; SUM1	Spatial Sense: AUT1 The British Isles; SPR1 Northern Europe; SUM1
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	Spatial Sense: AUT1	Spatial Sense: AUT1
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.	Spatial Sense: AUT1	Spatial Sense: AUT1

KS2

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

Pupils should be taught about:	LKS22023-24	UKS2 2023-24	LKS2 2024-25	UKS2 2024-25
Locational knowledge				
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	Settlements; AUT2 Rivers; SPR1 Western Europe; SUM1 Asia-China & India; SUM2	Mountains; AUT2 Australia; SPR2 New Zealand & South Pacific; SUM1	Mediterranean Europe; AUT2 Eastern Europe; SPR1 Asia-Japan; SUM2	Spatial Sense; AUT1 N. America; AUT2 S. America; SPR2 Africa; SUM1 Globalisation; SUM2
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	Settlements; AUT2 Rivers; SPR1 UK South-West; SPR2	UK: East Anglia, Midlands, Yorkshire; SPR1	Spatial Sense; AUT1 UK: Northern Ireland; SPR2 UK: London & South East SUM1	British Geography; SPR1
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)	Spatial Sense; AUT1	Spatial Sense; AUT1 Mountains; AUT2 Australia; SPR2 New Zealand & South Pacific; SUM1	Spatial Sense; AUT1 Asia-Japan; SUM2	Spatial Sense; AUT1 N. America; AUT2 S. America; SPR2 Africa; SUM1 Globalisation; SUM2
Place knowledge				
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	Settlements; AUT2 UK South-West; SPR2 Western Europe; SUM1	UK: East Anglia, Midlands, Yorkshire; SPR1	Mediterranean Europe; AUT2 Eastern Europe; SPR1 UK: Northern Ireland; SPR2 UK: London & South East SUM1	N. America; AUT2 British Geography; SPR1 S. America; SPR2
Human and physical geography				
describe and understand key aspects of:				
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Settlements; AUT2 Rivers; SPR1 Western Europe; SUM1 Asia-China & India; SUM2	Spatial Sense; AUT1 Mountains; AUT2 Australia; SPR2 New Zealand & South Pacific; SUM1	Mediterranean Europe; AUT2 Eastern Europe; SPR1 UK: Northern Ireland; SPR2 UK: London & South East SUM1 Asia-Japan; SUM2	N. America; AUT2 British Geography; SPR1 S. America; SPR2 Africa; SUM1
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	Settlements; AUT2 Rivers; SPR1 UK South-West; SPR2 Western Europe; SUM1 Asia-China & India; SUM2	UK: East Anglia, Midlands, Yorkshire; SPR1 Australia; SPR2 New Zealand & South Pacific; SUM1	Mediterranean Europe; AUT2 Eastern Europe; SPR1 UK: Northern Ireland; SPR2 UK: London & South East SUM1 Asia-Japan; SUM2	N. America; AUT2 British Geography; SPR1 S. America; SPR2

KS2

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

Pupils should be taught about:	LKS22023-24	UKS2 2023-24	LKS2 2024-25	UKS2 2024-25
Geographical skills and fieldwork				
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	All units	All units	Mediterranean Europe; AUT2 Eastern Europe; SPR1 UK: Northern Ireland; SPR2 UK: London & South East SUM1 Asia-Japan; SUM2	Spatial Sense; AUT1 N. America; AUT2 British Geography; SPR1 S. America; SPR2 Africa; SUM1 Globalisation; SUM2
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	Spatial Sense; AUT1	UK: East Anglia, Midlands, Yorkshire; SPR1	Spatial Sense; AUT1	British Geography; SPR1
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			Spatial Sense; AUT1	

Geography

EYFS – Y6 prior & future knowledge

- What knowledge do we have?
- How do we use it?
- How are there connections across the curriculum?

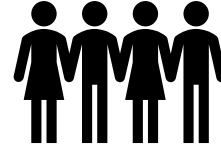
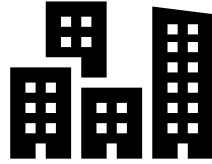
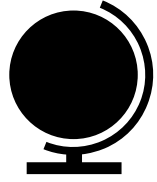
Coming soon!

Geography

EYFS – Y6 Concepts

- Concept Progression
- Hinge concept questions

Concepts



Locational Knowledge:
where is it in the world?

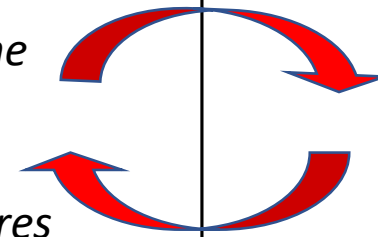
Place Knowledge:
a more in depth look at particular places around the world

Human Geography:
understand what key human features look like, how and why they have developed and recognise similarities and differences to other human features

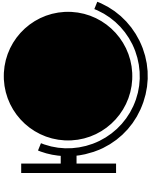

Physical Geography:
understand what key physical features look like, how they have formed and how they have changed over time



Geographical Skills and Fieldwork:
the geographical skills required to gather, understand and share information about people, places and physical features

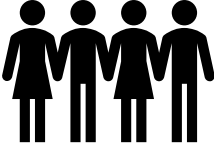

Understand the links between human and physical features







Concept	Cycle	FS	Y1	Y2	LKS2	UKS2
Locational Knowledge	A	All about me Transport Growing and Changing Stories From The Past	Spatial Sense The UK The Seven continents	Spatial Sense	Spatial Sense	Spatial sense Local unit
	B					
Place Knowledge	A	Transport Space	Spatial Sense The Seven continents	The British Isles Northern Europe	The South West Western Europe	Mountains East Anglia, the Midlands, Yorkshire & Humberside Australia New Zealand and the South Pacific Local unit
	B					
Human Geography	A	Kings & Queens (community)		Northern Europe	Settlements Rivers The South West	East Anglia, the Midlands, Yorkshire & Humberside New Zealand and the South Pacific
	B					
Physical Geography	A	Growing & changing (climate) Stories From the Past (community)	The Seven continents	The British Isles	Settlements Rivers Western Europe	Mountains East Anglia, the Midlands, Yorkshire & Humberside Australia
	B					
Geographical Skills and Fieldwork		Throughout all units				

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p data-bbox="78 197 295 297">Locational Knowledge</p> 	<ul data-bbox="394 197 784 686" style="list-style-type: none"> • Recognise environments that are different to the one which they live in • Recognise some similarities between life in this country and life in other countries 	<ul data-bbox="823 197 1192 939" style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • Name and locate its surrounding seas • Name and locate the world's seven continents • Name and locate the five oceans. 	<ul data-bbox="1248 197 1862 1025" style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe and North and South America and locate major cities in countries studied in more depth (Italy, Egypt and South America) • 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 (Truro depth study and comparison to London) • Identify the Equator, Northern Hemisphere, Southern Hemisphere 	<ul data-bbox="1908 197 2522 896" style="list-style-type: none"> • 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 (Europe topic) • 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)
<p data-bbox="53 1059 321 1159">Key Question Examples</p> 	<p data-bbox="394 1059 738 1220">What do you notice? What does it look like? How is it different to here?</p>	<p data-bbox="823 1059 1200 1310">What is the capital of ___? Which seas surround us? How is it different? How is it similar? Can you label this map?</p>	<p data-bbox="1248 1059 1786 1358">Which countries share a border with ___? Does it have a coastline? Why might it have developed here? Why is the ___ important? Which hemisphere is it located in? Is it north of the equator?</p>	<p data-bbox="1908 1059 2499 1268">What is the capital of ___? How many countries does it share a border with? Is it landlocked? What is the latitude/longitude of ___?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Place Knowledge</p> 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Gather information from a simple map 	<ul style="list-style-type: none"> Recognise geographical similarities and differences (both human and physical) between the local area and a contrasting non-European country (India) 	<ul style="list-style-type: none"> Continue to expand their knowledge of place by comparing and contrasting the local area and previously studied countries (India) to a European and an African location (Egypt and Rome) In depth study into Truro with a historical geography slant – why the location was selected for settlement and its subsequent development. 	<ul style="list-style-type: none"> Further develop the breadth of pupil’s locational knowledge with in depth case studies of another European country and a North American location (Texas and Greece) Increase pupil’s knowledge and understanding of the human geography of a country such as measures of wealth and trade links.
<p>Key Question Examples</p> 	<p>What signs are there that it is autumn? Can you see the playground on our map of the school?</p>	<p>Looking at these photos, how do you think the countryside in India is different/similar to the Cornish countryside? What similarities and differences are there in the houses?</p>	<p>Why do you think the Nile is important to Egyptians? How might an Egyptian farmer living on the banks of the Nile have felt when the Aswan High Dam was built? Why?</p>	<p>Would an average family in Greece or an average family in the UK be likely to have more money? How do you know? What are the main exports of Greece? Why do you think Greek cities developed close to the coast?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Human Geography</p> 	<ul style="list-style-type: none"> Explain some similarities and differences between living in this country and life in another country drawing on knowledge of stories, non-fiction texts and when appropriate maps. 	<ul style="list-style-type: none"> Recognise and compare the key human features within a locality and develop the vocabulary to describe them, e.g. town, city, land use, farm, house, offices, port, harbour, shops, etc. 	<ul style="list-style-type: none"> Pupil's develop their ability to identify and describe the human features and factors influencing a country, region or area, e.g. different types of settlement, land use, natural resources, food, energy and water. Begin to make links between the human and physical geography and how the two can affect each other. E.g. The impact of the Nile on Egyptians. How humans can adversely affect their environment. 	<ul style="list-style-type: none"> A more detailed overview gained of the links between countries, e.g trade links, exports, imports. How this affects a country's wealth and how this is measured (GDP) An increased understanding of natural resources and how their distribution can affect a country's industry, wealth and trade.
<p>Key Question Examples</p> 	<p>What jobs do you think people might have here? Do you think the king from our story is rich? Where might his money come from?</p>	<p>Looking at this photograph, what do you think the land here is used for? Is the farm in India different to a farm you might see in Cornwall? Why do you think this is?</p>	<p>Why might people say the Nile is the life of Egypt? What does the Nile provide? Do you think humans have a positive effect on the Nile? Why/why not?</p>	<p>What natural resources are available to Greece? What are the main exports of Greece? How are the exports linked to the natural resources? Do you think that everyone in a country with a high GDP per capita is wealthy? Why/why not?</p>


Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Physical Geography</p> 	<ul style="list-style-type: none"> Pupils describe their immediate environment using knowledge from observations, discussions, stories, nonfiction, texts and maps 	<ul style="list-style-type: none"> Identify and describe seasonal and daily weather patterns in the locality, contrasting them with particularly hot and cold areas of the world, describing their global location Identify and develop vocabulary to describe physical features, e.g beach, cliff, coast, forest, hill mountain, sea, ocean, etc 	<ul style="list-style-type: none"> Recognise different climate and vegetation belts, spotting locational patterns on maps Recognise, describe and demonstrate river features and understand and illustrate the water cycle An in depth study of the tropical forest biome Describe the physical features which can and have encouraged settlements to develop in a particular location 	<ul style="list-style-type: none"> Recognise how the physical features of a country or region affect human aspects such as industry, exports and wealth Understand the processes of mountain formation, volcanic and tectonic activity Recognise how global climates are changing, the effects this can have and how the process can potentially be slowed down or accelerated
<p>Key Question Examples</p> 	<p>What can you see? How does it feel? What does it sound like? The dragon lived at the top of a tall mountain. Do we have any tall mountains in Truro?</p>	<p>What is the weather like? How is the weather different in winter compared to the summer? What kind of clothes would you pack to go to the Arctic? Why?</p>	<p>Where do you find the tundra biome? Can you explain why the river flows fastest closest to the source? What made people settle in Truro?</p>	<p>Which jobs common in Greece make the most of the coastal position of the majority of the major settlements? How were the Aegean Islands formed? Do the advantages of a rising average temperature in the UK outweigh the disadvantages? Why?</p>

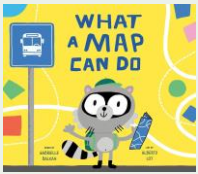
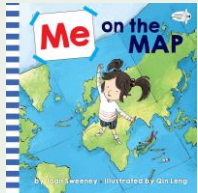
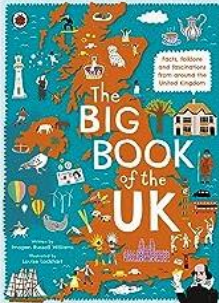
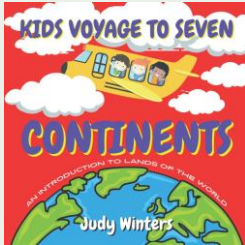
Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Geographical skills and fieldwork</p> 		<ul style="list-style-type: none"> • Use and label a map of the UK, including capital cities • Use and label a global map of the continents, including the 5 oceans • Read and draw simple maps, including symbols, an aerial view and the 4 compass points • Gather information from and make comparisons using photographs and aerial photographs • Gather observational information, recognising geographical features, of the local area 	<ul style="list-style-type: none"> • Use maps, globes and atlases to locate countries, cities and describe geographical features such as rivers, mountains, coasts and borders • Use the eight compass points and four figure grid references • Use observational skills to gather information about human and physical features seen in the local environment, e.g. land use, species variation • Share information using maps, diagrams and digital methods 	<ul style="list-style-type: none"> • Use maps, both political and physical to describe or illustrate human and physical geographical features, e.g. topography, borders, trade, etc • Use digital mapping to gather information • Use sixteen compass points and six figure grid references • Share information gathered or their findings in a variety of methods including graphs, maps, diagrams and models
<p>Key Question Examples</p> 		<p>How many benches are to the east of the climbing frame? How many different land uses are shown in the photograph? Can you create symbols to represent the features you see at the park?</p>	<p>Which city lies to the west of the Rive Nile? Which mountain can be found at grid reference 2134? Note all the different types of land use you see on our walk through Truro</p>	<p>What is the highest point on mainland Greece and how high is it? How could you represent Germany's five largest exports on the map which you have created? Which landlocked European country shares a border with both Austria and France?</p>

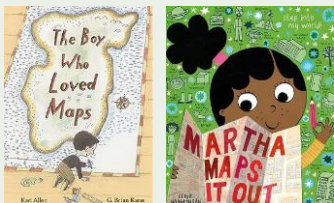


Geography

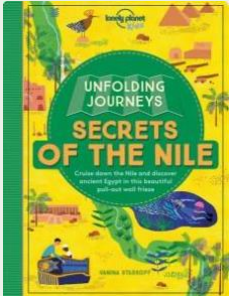
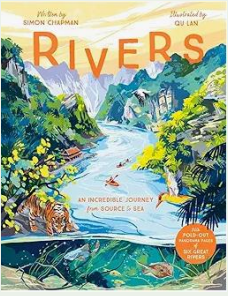
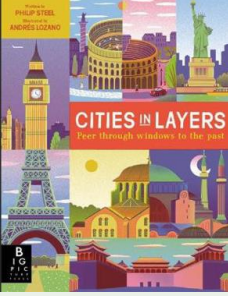
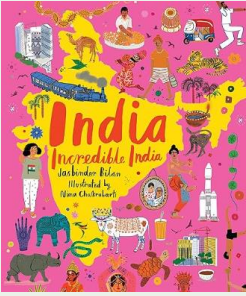
EYFS – Y6 Curriculum

- Content coverage and sequencing
- Substantive knowledge
- Disciplinary knowledge
- Vocabulary; **Black bold** – vocabulary repeated within year; **Red bold** – vocabulary repeated across years
- 'Reading To Learn' texts

CA	ELG	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Understanding The world, People & Communities</p> <p><i>Guiding children to make sense of their physical world and their community</i></p>	<p>All About Me!</p> <p>3. I know where my school is. 3. I know where I live. (intro aerial view) 4. I understand how people in our community help us.</p>	<p>Transport</p> <p>1. I know there are many different types of transport. 2. I understand there are different types of land transport around the world and in my own community. 4. I know there are parts of the world which are very cold. I begin to understand north, south poles and the equator, globe.</p>	<p>Space</p> <p>1. I know we live on planet Earth and begin to understand what a globe is.</p>	<p>Kings and Queens</p> <p>1. I know that in England, we have a King called King Charles III and our flag is called The Union Jack. 2a. I recognise Buckingham Palace as a special place where the King lives. 2b. I know that the King's Guard wear special uniform and protect the King. 5. I know that the Prime Minister is chosen to make decisions about our country.</p>	<p>Growing and Changing</p> <p>4. I know farmers in our local community harvest crops for us to eat.</p>	<p>Stories from the Past</p> <p>3a. I know that stories have been told around the world for many years. 3b. I know that the Ancient Greeks were people who lived in Greece a long time ago. 5a. I know that the Anansi stories were first told in West Africa.</p>
		<p>Substantive concept: location and community Disciplinary understanding: use of maps</p>	<p>Substantive concept: location, place knowledge Disciplinary understanding: use of a globe</p>	<p>Substantive concept: place and space Disciplinary understanding: geographers describe places.</p>	<p>Substantive concept: location and community Disciplinary understanding:</p>	<p>Substantive concept: location, climate and change Disciplinary understanding: geographers look at the human and physical geography of regions of the world.</p>	<p>Substantive concept: location and community Disciplinary understanding: use of maps</p>
	Vocabulary	<p>Map, playground, dinner hall, classrooms, school gate, near, next to, further, far, past, over, alongside, transport</p>	<p>Transport, journey, vehicle, goods, distance, bus, car, train, taxi, tram, ferry, plane, roads, tuk-tuk, Thailand, Bullet Train, Japan, miles per hour, tracks, Sailing boat, ship, car ferry, container ship, sailor, captain, gondola, gondolier, canal, river, sea, ocean., North Pole, South Pole, Equator, Arctic, Antarctic,</p>	<p>Earth, planet, land, ocean,, sun, daylight, night time, rocket, shuttle, astronaut, International Space Station, names of planets, stars, galaxy, solar system, distance, constellations.</p>	<p>Throne, coronation, the Royal Family, crown, monarch</p>	<p>Plant, vegetable, fruit, ground, crops, farmer, harvest Farm, tractor, field,, seeds</p>	<p>Names of places that feature in the key stories chosen for this topic.</p>
	<p>Reading To Learn</p>						

CA	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	Geography	Spatial Sense (Y1) 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps			The UK 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England	The Seven Continents 1. The Seven Continents 2. The Five Oceans 3. The Equator and the poles 4. Land around the world 5. Europe—our continent	
		Substantive concept: Location and place Disciplinary understanding: Maps tell us information about places			Substantive concept: location Disciplinary understanding: geographers describe places.	Substantive concept: location, physical (climate and change) Disciplinary understanding: interconnection and diversity	
	Vocabulary	Aerial view, map, location, compass, key, symbol, navigate			United, kingdom , mountain, coast, valley , Gaelic, seasons	Earth ; continent; ocean; globe ; North Pole; South Pole; equator	
	Reading To Learn	 					

CA	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y2	Geography	Spatial Sense (Y2) 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		The British Isles 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland		Northern Europe 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen	
		Substantive concept: location Disciplinary understanding: cartographers and how they create maps based on the world around us.		Substantive concept: place and physical Disciplinary understanding: geographers describe places.		Substantive concept: location, place, human Disciplinary understanding: connection, migration, climate	
	Vocabulary	Map, globe, navigate, location, direction, symbols, destination, equator		The United Kingdom , the British Isles, island, urban, rural, human feature, physical feature, valley, coastline , inhabited, uninhabited		Scandinavia, Nordic, weather, climate, migration, compass, adapt, explorer, human features, physical features, Sami People	
	Reading To Learn						

CA	SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LKS2	Geography	Spatial Sense 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality San Francisco (Human Geography) 5. A contrasting locality San Francisco (Physical Geography)	Settlements 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	Rivers 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	UK Geography: The South West 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	Western Europe 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	Asia- China and India 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China
		Substantive Concept: location Disciplinary understanding: geographers use maps to know what is located within a place	Substantive Concept: place, physical and human Disciplinary understanding: geographers use maps to communicate information	Substantive Concept: Human and physical Disciplinary understanding: geographers study rivers to know what's in them, how they behave and impact of human activity on them. interconnection, trade and transport.	Substantive Concept: Location, human Disciplinary understanding: geographers describe places and look at how people and places are connected.	Substantive Concept: location, physical Disciplinary understanding: diversity trade and climate.	Substantive Concept: Location, human and physical Disciplinary understanding: How geographers use what they know form one context to another
	Vocabulary	Eight-point compass; grid reference; symbols; key; human features; physical features	Settlements; urban; rural; suburban; population; dense population; sparse population; conurbation	River; river sources; stream; tributaries; estuary; mouth of a river; river basin/ drainage basin; watershed; waterway	Coastline; the Gulf Stream; county; arable; pastoral; Area of Outstanding Beauty (AONB); moor; tourism	Climate; temperate climate; trade; import; export; agriculture; the Alps	Taj Mahal; Indus River; Indus Valley; Civilisation; River Ganges; Great Wall of China; Qin Shi Huangdi
	Reading To Learn						

CA	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UKS2	Geography	Spatial Sense 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using coordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	Mountains 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside 1. East Anglia – Physical Geography 2. East Anglia Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	Australia 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	New Zealand and the South Pacific 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate 5. South Pacific Islands	Local Study 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data
		Substantive Concept: Location Disciplinary knowledge: cartography and how maps give us information about the world around us.	Substantive Concept: location, physical Disciplinary knowledge: geographers and how they study natural landforms, landforms, interconnection.	Substantive Concept: location, physical and human Disciplinary knowledge: geographers look at the human and physical geography of regions of the world. interconnection and landscape.	Substantive Concept: location and physical Disciplinary knowledge: interconnection and diversity. biodiversity.	Concept: location, and human Disciplinary knowledge: change over time. tradition and environmental change.	Substantive Concept: location Disciplinary knowledge: geographers collect data and what they do with it once they've collected it. This helps children to see why fieldwork is important to geographers and how they communicate their findings and ideas.
	Vocabulary	Prime meridian line; lines of longitude; lines of latitude; co-ordinates; Eastern Hemisphere; Western Hemisphere; relief maps	Peak; range; erosion, topography; plate boundary; Machi Picchu; Mount Killimanjaro	Industry; arable farming; pastoral farming; mining; national park; viaduct; valley; relief map; population; topography		Maori; earthquake; tectonic plates; tsunami; biome; industry; commonwealth	
	Reading To Learn		