

Curriculum Skills and Progression Geography: 2023 to 2024



Nebula
where stars are born



The Geography Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School, we ensure that the teaching of our geography curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. Through learning about key geographical events, children gain an understanding of the happenings the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs, and religions. Through learning about geographical events that have not only shaped British culture but also global cultures, children can hope that we learn from what geography can teach us, to live in a more harmonious world. Our geography curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Good Samaritan. The Good Samaritan was a man of compassion, courage and responsibility, who saw it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed. Inspired by this story, it is our vision that Horsford Church of England Primary School will foster the values of **compassion, courage, and responsibility**.

‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’



The Geography Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Geography curriculum can be adapted to meet the needs of children with SEND in the following ways.

Word Banks for pre-learning and to support during topics and themes	Cushions for seats – wobble and wedge cushions
Cutting and Sticking Key Words on to work as prompts	Remembering/'to do' lists
Print out portions of work and learning objectives to minimise writing	'Memory' buddy – prompt each other
Coloured Paper or recycled paper to minimise visual stress	Equipment adapted for needs (books, scissors, pencils, whiteboard)
Breaking down lessons into short, manageable chunks	Enlarged typefaces
Mixed ability groups – using peers as support and role models	Open Dyslexia font used as standard practice
Adult assistance nearby	Coloured exercise books (Crossbow Education)
Using another student as a reader/support	Changing font size
Knowledge map/Mind Maps	Writing frames and scaffolding
Clipboards - flexibility of where to sit	Word lists of key vocabulary for pre-learning and as prompts
Printing work larger and in smaller chunks	Relevant word banks of common language for different subjects
Cloze passages/activities to check learning	Whiteboards for practising writing or note taking (flowing)
Draw answers or explanations	Extra time for the trickier tasks
Songs and rhymes/mnemonics – Horrible Histories	Visual and Picture aids
Actions – telling the story of a lesson	Close to adult support
My Turn/Your Turn	Simplified work
Targets made clear for lessons and learning – linked to IEP	Access to note taking materials
Now/Next	Ask the child what they need
Coloured Paper for visual stress	Not having a white background on whiteboard

When planning for Geography class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

Geography - Age Related Statutory Coverage		
EYFS	Key Stage One Learning	Key Stage Two
<p>Children in reception will be learning to:</p> <p><u>Understanding the World</u> EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>People, culture, and communities ELG</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	<p>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.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - 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 <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features 	<p>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.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - Locate the world’s countries, using maps to focus on Europe 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 UK, geographical regions and 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, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

<ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • key human features <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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. <p>(See Appendix 1 for LTP for Cycle 1 & 2).</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Human and physical geography Describe and understand key aspects of:</p> <p>Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals, and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use range of mapping to locate countries and describe features studied - Use eight points of a compass, 4 and 6-figure grid references, symbols /key - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods <p>(See Appendix 1 for LTP for Cycle 1 & 2).</p>
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Skills Map – Geography	
Early Years children can...	Year 1 & Year 2 children can...
<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 which they live. <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> • Explore a familiar environment and identify some features. <p>MAPS</p> <ul style="list-style-type: none"> • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment. <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Make comparisons between familiar places. • Make comparisons between places in this country and others. 	<ul style="list-style-type: none"> • Explain where they live and describe some of the physical features? • Identify what they like and don't like about their locality and give reasons why? • Answer some questions using different geographical resources? • Label a diagram or photograph using some geographical vocabulary? • Describe a locality? • Identify key features of a locality by using a map? <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> • Show interest in what they see in field work • Record what they have seen, in simple ways • Remember and talk about what was seen • Use digital cameras to record what they see • Collect simple statistics – longest, shortest, highest • Fill in and use a class weather chart Ask simple geographical questions • Take and use digital photographs • Make detailed sketches whilst on field work and/or draw labelled diagrams • Discuss changes in weather and seasons from a chart • Use tally charts and simple tables to collect information <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <p>MAPS</p> <ul style="list-style-type: none"> • Use simple blocked maps and plans • Make simple plans and talk about them • Mark the location of the school on a simple local map • Identify features on a map • Know the main aspects of the British Isles using maps • Draw simple maps and plans, sometimes with keys • Mark some locations on a map of UK – our town, our school visit, my holiday • Identify the main regions of the world – continents, equator, poles

	<ul style="list-style-type: none"> • Begin to use concepts of NSEW <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Describe places using their characteristics and simple vocabulary – e.g. house, street, wood • Recognise characteristic physical and human features of places - built up, noisy, busy ... • Identify parts of some physical features – e.g. coast • Understand similarities and differences in places • Use aerial photographs to identify land use and other geographical features • Know that places are linked by paths or roads • Express views about local area and environment • Use vocabulary of size to classify – village town, city etc • Make lists of places with similar characteristics – e.g. the seaside, towns • Talk about places seen in books, videos, internet • Describe different types of buildings • Understand the concept of close and far away 	
Greater Depth		
<ul style="list-style-type: none"> • Can they explain the impact that their activity has on the local environment? • Can they describe some actions which they can do to help maintain the area they live in? 	<ul style="list-style-type: none"> • Can they ask relevant geographical questions using a range of sources provided? • Can they show empathy towards a geographical event or issue and explain the impact on people or place? 	<ul style="list-style-type: none"> • Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons?

Skills Map - Geography

Year 3 & Year 4 children can...	Year 5 & Year 6 children can...
<ul style="list-style-type: none"> • Select geographical vocabulary independently to describe and compare localities? • Identify that localities may have similar and different characteristics? • Use and compare two maps explaining the purpose of each? • Explain how a locality has changed over time with reference to physical features and human features? • Suggest different ways that a locality could be changed and improved? • Identify different views around a geographical issues and state their own view? • Research and collect information about people and places and present it? e.g. a report, a poster, a brochure <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, books & Google Earth • Suggest own ways of presenting information, including graphically and in writing • Draw on own knowledge and understanding when setting up a field work investigation • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information • Test conclusions for accuracy • Make a database to record information <p>MAPS</p> <ul style="list-style-type: none"> • Draw maps of local places, including sketches from field work • Use and draw maps with a simple key 	<ul style="list-style-type: none"> • Identify the links between human and physical geography? • Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Pose a geographical hypothesis using various sources to draw a conclusion? • Explain the links between human and physical geographical processes and how these may affect the future? • Explain a range of geographical processes and the effects on people and places? • Make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) • Present their research through self- selected representations? E.g. reports, leaflets, drama, art, multimedia. <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> • Suggest suitable questions for a field work study • Rank information found into order of importance • Come to accurate conclusions, using information • Make careful measurements - e.g. rainfall, noise level, distance • Collect statistics about people and places • Begin to use a range of graphs, including pie charts • Suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data - using similarity and difference

- Use maps with simple grid references
- Work out routes on maps and plans
- Find longest and shortest routes using maps
- Plan routes using 4 points of the compass
- Read and use the symbols on an OS map
- Use four figure grid references to locate points on a map
- Identify time differences around the world
- Plan a route and work out distance using map scales
- Use contents and index pages of an atlas

KNOWLEDGE AND UNDERSTANDING

- Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.
- Express views and recognise how people affect the environment, summarising the issues
- Suggest ways of improving local environment
- Understand how weather changes an environment
- Know the difference between weather and climate
- Suggest ways towards a reduction in climate change
- Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.

(Understand the different uses of different places

- Understand that different places may have similar / different characteristics and give reasons for these
- Understand links between physical and human features
- Describe and identify how a place has changed
- Understand how economic development can change a place

- Speculate and hypothesise about what is found
- Suggest plausible conclusions, and back up with evidence

MAPS

- Work out a journey time, using their knowledge of time zones
- Compare information from atlases with that from a globe
- Use atlases or maps which show physical and human features
- Use 8 compass points
- Use 6 figure grid references
- Use 4 figure co-ordinates confidently to locate features on a map.
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
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KNOWLEDGE AND UNDERSTANDING

- Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America
- Begin to understand geographical pattern – e.g. industry by a river
- Describe and begin to explain patterns and physical and human changes
- Describe how change can lead to similarities between different places
- Justify own viewpoint or decision, and use new information to adapt their own viewpoint
- Identify & discuss the different causes of extreme weather
- Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America
- Suggest how human activities can cause changes to environment and to the different views people hold
- Recognise dependent links and relationships in both human and physical geography

	<ul style="list-style-type: none"> • Make a plausible case for environmental change • Interpret other people’s arguments for change, analysing and evaluating their viewpoints • Identify the parts of a river, and land use around and how these can change people’s lives • Identify & discuss the consequences of extreme weather •
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Greater Depth

<ul style="list-style-type: none"> • Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions? 	<ul style="list-style-type: none"> • Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections? 	<ul style="list-style-type: none"> • Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises? 	<ul style="list-style-type: none"> • Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people’s arguments for change, analysing various sources?
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Geographical Sources of Evidence

- Photographs including aerial photographs
- Atlases and globes
- Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps
- Google Maps and Google Earth
- Infographics
- Gazetteers (Geographical dictionary which contains information about locations and statistics)
- Audio recordings
- Video recordings
- Films
- Published books, newspapers and magazine clippings
- Letters
- Visitors and interviews
- Field work objects e.g. weather vane, barometer

GEOGRAPHY: VOCABULARY MAP			
EYFS	KEY STAGE ONE	KEY STAGE TWO	
		Lower School	Upper School
<ul style="list-style-type: none"> Country Describe Different Environment Map Observation Similar Weather World 	<p>Locational knowledge: Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean.</p> <p>Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features: city, map, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Locational knowledge: Europe, capital cities, London, Paris, population, Mediterranean, landmark, equator, northern/southern hemisphere, region, continents, tropics, polar region, latitude, longitude, Arctic/ Antarctic circle</p> <p>Key physical features: Flood, hurricane, tsunami, earthquake, active volcano, dormant volcano, tectonic plates, river, lake, habitat,</p> <p>Key human features: Settlement, industrial, housing, shelter, agriculture, transport, village, town, city</p>	<p>Locational knowledge Continent, country, region, United Kingdom of Great Britain & Northern Ireland, county, ox bow lake, delta, stream,</p> <p>Key physical features: climate, precipitation, wonders, geographical features, tropical, humid, canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperature, biodiversity, coastal, headland, cliff, coast, Estuary, mouth, source, meander, waterfall, tributary, channel, dam, deposition, valley, weathering</p> <p>Key human features: population, currency, harbour, erosion</p>

GEOGRAPHY: INQUIRY/DEEPER THINKING BIG QUESTIONS		
EYFS	KEY STAGE 1	KEY STAGE 2
<ul style="list-style-type: none"> • Geography is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore geographical skills independently throughout the week. 	<p>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme.</p> <p>Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their geographical skills & understanding to answer a deeper thinking question (see Appendix 3 for examples).</p>	<p>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme.</p> <p>Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their geographical skills & understanding to answer deeper thinking questions (see Appendix 3 for examples).</p>

Appendix 1 – Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cycle 1</u>						
Years 1&2	Map drawing with links to fairy tales			Horsford minibeast hunt		Our World
Years 3&4		Natural disasters	Countries of the world	Polar Regions		
Years 5&6			The Americas- North America	The Americas – North America		
<u>Cycle 2</u>						
Years 1&2			Animal Park	Wild landscape		Seaside mapping/fieldwork day
Years 3&4		Our European neighbours		Earning a living	Settlements	
Years 5&6	Rainforests of the world Climate, weather, land use				UK Mountains, Rivers & Coasts	UK Mountains, Rivers & Coasts

Appendix 2: Long Term PlanOverview – Cycle 1

	Autumn 1	Skills
Year 1/2	Map drawing with links to fairy tales	<ul style="list-style-type: none"> 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 a key, simple compass directions and locational and simple directional language to describe the location of features and routes on a map. Use simple blocked maps and plans Make simple plans and talk about them Describe places using their characteristics and simple vocabulary – e.g. house, street, wood
	<u>Vocabulary</u> City, map, town, village, factory, farm, house, office, port, harbour and shop.	<u>Big Questions</u> <ul style="list-style-type: none"> Why are maps needed?
Year 3/4	History unit	
Year 5/6	History unit	
	Autumn 2	Skills
Year 1/2	History unit	
Year 3/4	Natural disasters (Historical focus: The devastation of Pompeii)	<ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (to include characteristics of a range of the world’s most significant human and physical features) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Use of digimap).
	<u>Vocabulary</u> Flood, hurricane, tsunami, earthquake, Richter scale, eruption, active volcano, dormant volcano, tectonic plates.	<u>Big Questions</u> <ul style="list-style-type: none"> People shouldn’t live in areas which are prone to extreme weather conditions. Agree/Disagree – why? Water cycle – What would happen if one of the stages of the water cycle was missing. For example, what would happen if clouds didn’t form?
Year 5/6	History unit	

	Spring 1	Skills
Year 1/2	History unit	
Year 3/4	Countries of the world	<ul style="list-style-type: none"> • Locate the Equator on a map and globe. • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and globe. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time differences.
	Vocabulary	Big Questions
	Equator, country, location, river, lake, Northern/southern hemisphere, region, continents, tropics, similarities, differences, capital cities,	<ul style="list-style-type: none"> • Which continent would you choose to live in and why? • What country would you choose to live in and why?
Year 5/6	The Americas – North America	<ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe and North America, concentrating on environmental regions, key physical and human characteristics, countries, major cities, economic activity including trade links, rivers & mountains. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, The Prime/Greenwich Meridian and time zones. • (Countries, cities, rivers and mountain ranges, economy, culture, climate. Compare/contrast one area with East Anglia in UK) • 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
	Vocabulary	Big Questions
	Continent, country, states, region, climate, precipitation, wonders, geographical features, population, currency, area, tropical, humid.	<ul style="list-style-type: none"> • Which country in South America would you choose to live in and why? • Which country in North America would you choose to live in and why? • What is the greatest landmark in South America? • What is the greatest landmark in North America? • Which is better, North America or South America? Why?

	Spring 2	Skills
Year 1/2	Horsford Minibeast Hunt	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map.
	<p style="text-align: center;"><u>Vocabulary</u></p> <p>City, map, town, village, factory, farm, house, office, port, harbour and shop</p>	<p style="text-align: center;"><u>Big Questions</u></p> <ul style="list-style-type: none"> How might our school be different if we had no minibeasts living in the school environment?
Year 3/4	Polar Regions	<ul style="list-style-type: none"> Identify lines of latitude/longitude on a map Identify the Arctic and Antarctic circle on a map
	<p style="text-align: center;"><u>Vocabulary</u></p>	<p style="text-align: center;"><u>Big Questions</u></p>
	Habitat, polar region, latitude, longitude, Arctic/ Antarctic circle	<ul style="list-style-type: none"> How does the location of the Arctic impact the types of weather that you find there? Why do you think expeditions were made to these locations?
Year 5/6	The Americas – North America	<ul style="list-style-type: none"> Continued from Spring 1
	<p style="text-align: center;"><u>Vocabulary</u></p>	<p style="text-align: center;"><u>Big Questions</u></p>
	Continued from Spring 1	<ul style="list-style-type: none"> Continued from Spring 1

	Summer 1	Skills
Year 1/2	History unit	
Year 3/4	History unit	
Year 5/6	History unit	

	Summer 2	Skills
Year 1/2	Our World	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features - key human features <p>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods.</p>
	Vocabulary	Big Questions
	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	<ul style="list-style-type: none"> • In your opinion, which country is the best in the UK? Why?
Year 3/4	History unit	
Year 5/6	History unit	

Overview – Cycle 2

	Autumn 1	Skills
Year 1/2	History unit	
Year 3/4	History unit	
Year 5/6	Rainforests of the world Climate, weather, land use	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn. Physical geography: climate zones, biomes, and vegetation belts (Identify areas of the world containing rainforests, describe the key aspects of a tropical climate, describe and understand the features of the layers of a rainforest, describe the animals and plants living in the rainforest, compare the Amazon rainforest with other forests, deforestation) <ul style="list-style-type: none"> • 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
	<u>Vocabulary</u>	<u>Big Questions</u>
	Canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperature, extinction, destruction, biodiversity	<ul style="list-style-type: none"> • What can you do to help reduce deforestation? • Deforestation is necessary, as we need more land for housing and farming. Do you agree?

	Autumn 2	Skills
Year 1/2	History unit	
Year 3/4	Our European Neighbours	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>(Locate Europe on a world map and find out about its features, identify and locate countries in Europe, identify European countries according to their features, identify the major capital cities of Europe, compare two European capital cities, human and physical features of a European country)</p>
	Vocabulary	Big Questions
	Europe, flag, currency, capital cities, London, Paris, population, European Union, Brexit, Euro, Mediterranean, landmarks	<ul style="list-style-type: none"> • Why is it important to know where European countries are and their capital cities? • London is a better city than Paris. Do you agree? • What are the similarities and differences between London & Paris?
Year 5/6	History unit	

	Spring 1	Skills
Year 1/2	Animal Park	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
	<p style="text-align: center;">Vocabulary</p> Physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Human -city, map, town, village, factory, farm, house, office, port, harbour and shop	<p style="text-align: center;">Big Questions</p> <ul style="list-style-type: none"> • What changes could we make to our school environment to help it become a better habitat for local wildlife?
Year 3/4	History unit	
Year 5/6	History unit	

	Spring 2	Skills
Year 1/2	Wild Landscape	Identify 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 .
	<p style="text-align: center;">Vocabulary</p> Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean.	<p style="text-align: center;">Big Questions</p> <ul style="list-style-type: none"> • Would you prefer to live in the hottest or the coldest climate on Earth? Give reasons for your answer.
Year 3/4	Earning a living- Human Geography:	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	<p style="text-align: center;">Vocabulary</p> Occupation, industry, salary, wage, job, work, sector, employed, unemployed, retired, labour, child labour.	<p style="text-align: center;">Big Questions</p> <ul style="list-style-type: none"> • Is it ok for children to make clothes? Why? • What makes a city successful?
Year 5/6	History unit	

	Summer 1	Skills
Year 1/2	History unit	
Year 3/4	Settlements	<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	Vocabulary	Big Questions
	Settlement, settler, site, need, land use, industrial, housing, business, shelter, food, defence, water, fuel, materials, survive, invader, agriculture, transport, village, town, city	<ul style="list-style-type: none"> In this picture which location would you choose to settle and why? Why did cities need walls? How might Norwich change in 50 years and why?
Year 5/6	UK Geography – Rivers, Mountains and Coasts	<ul style="list-style-type: none"> Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water (Identify and describe key geographical features of the United Kingdom, identify and locate the counties, towns & cities of the United Kingdom, find out about the hills, mountains, seas & coast of the UK, identify and explore the major rivers of the UK, find out about rivers and how they erode, transport and deposit materials) 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.
	Vocabulary	Big Questions
	United Kingdom of Great Britain & Northern Ireland, union, Union Jack, county, elevation, coastal, headland, harbour, cliff, coast, Estuary, mouth, source, meander, waterfall. Erosion, tributary, ox bow lake, delta, stream, channel, dam, deposition, valley, weathering	<ul style="list-style-type: none"> Can you explain why so many cities are situated near rivers? Why is water such a valuable commodity?

	Summer 2	Skills
Year 1/2	Seaside Mapping/fieldwork day	Use basic geographical vocabulary. Use aerial photographs and plan perspectives to recognise landmarks. Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map. Devise a simple map. Use fieldwork to observe, measure, record and present the human and physical features using a range of methods. (Geography Fieldwork Day – An opportunity to ensure that any field work skills are achieved)
	<p style="text-align: center;"><u>Vocabulary</u></p> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.	<p style="text-align: center;"><u>Big Questions</u></p> <ul style="list-style-type: none"> Where would you prefer to live, inland or by the seaside? Why?
Year 3/4	History unit	
Year 5/6	UK Geography – Rivers, Mountains and Coasts	Continued from Summer 1
	<u>Vocabulary</u>	<u>Big Questions</u>
	Continued from Summer 1	Continued from Summer 1