



# Christopher Pickering Primary School

Be the Best you can Be!

Christopher Pickering Geography Long Term Plan 2024-2025

## Geography EYFS-Y6



### The Intention of the Geography Curriculum

To ensure that all pupils have;  
A curiosity and fascination about the world and its people  
A knowledge about diverse places, people, resources, natural and human environments  
A deep understanding of the Earth's key physical and human processes  
An understanding of how the Earth's features, at different scales, are shaped, interconnected and changed over time.



EYFS Programme of Study

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



## Programme of Study

### Key Stage 1

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 to:

#### **Locational knowledge**

- (G1) name and locate the world's seven continents and five oceans
- (G2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- (G3) 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**

- (G4) 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:
- (G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- (G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- (G7) 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
- (G8) 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 Geography – key stages 1 and 2 3
- (G9) 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
- (G10) 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.



## Programme of Study

### Key Stage 2

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 to:

#### **Locational knowledge**

- (G11) 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
- (G12) 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
- (G13) 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**

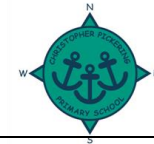
- (G14) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### **Human and physical geography**

- (G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- (G16) 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

#### **Geographical skills and fieldwork**

- (G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- (G18) 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
- (G19) 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.



## **Working Geographically**

### KS1 Geographical Skills

- Using maps, Atlases and Globes (World Maps)
- Using four points of a Compass
- Locational and Directional Language
- Using Photographs (including aerial and satellite)
- Devise a Simple Map and Basic Symbols with a Key

### KS2 Geographical Skills

- Using maps, Atlases and Globes (Including political, topographic, population, climate, weather, land use and world maps)
- Digital Mapping
- Using eight points of a Compass
- Grid References (LKS2 - 4 point, UKS2 - 6 point), Symbols and Keys (Including OS Maps)

## **Fieldwork Skills**

### KS1 Fieldwork Skills

- Simple Fieldwork and Observational Skills to study the Geography of School and present using simple sketch maps
- Simple Fieldwork and Observational Skills to study the Geography of the Local Area and present using simple sketch maps

### KS2 Fieldwork Skills








- Observe
- Measure
- Record
- Present (including sketch maps, plans, graphs and digital technologies)













SEND Adaptions within Geography Teaching

Area of Need	Communication and Interaction	Cognition and Learning	Sensory/Physical	SEMH (Social, Emotional, Mental Health)
General Adaptations	<b>Speech and Lang</b> <ul style="list-style-type: none"> <li>❖ Preteach vocab and concepts</li> <li>❖ Vocab bank/wordwall</li> <li>❖ Clear and simple instructions before activities</li> <li>❖ Repeat instructions</li> <li>❖ Processing time</li> <li>❖ Directed questions</li> <li>❖ Help cards</li> <li>❖ Visual aids</li> <li>❖ Differentiated scaffolding</li> </ul>	<b>SpLD (e.g. Dylexia)</b> <ul style="list-style-type: none"> <li>❖ Read text to them</li> <li>❖ Handouts not copying tasks</li> <li>❖ Repeat instructions</li> <li>❖ Step by steps tasks/jobs list</li> <li>❖ Processing time</li> <li>❖ Memory aids – learning mats/KO</li> <li>❖ Use of computing – if appropriate</li> <li>❖ Scaffolding</li> <li>❖ Visual aids for sequencing</li> <li>❖ Extra time</li> <li>❖ Strategies to aid organisation</li> <li>❖ Multi-sensory teaching approach</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sensory regulation activities</li> <li>❖ Ear defenders where appropriate</li> <li>❖ Fully accessible school</li> <li>❖ Height adjustable desks</li> <li>❖ Class seating plan</li> <li>❖ Calm/Quiet Areas (e.g. reading dens)</li> </ul>	<ul style="list-style-type: none"> <li>❖ No hands up approach</li> <li>❖ Talk Partners</li> <li>❖ Positive rewards/praise</li> </ul>
	<b>ASD</b> <ul style="list-style-type: none"> <li>❖ Prepare learner for new concepts</li> <li>❖ Visual aids</li> <li>❖ Set clear goals</li> <li>❖ Step by step tasks/jobs list/First Next (incorporate their interest into specific resource)</li> <li>❖ Calm time/rest breaks</li> <li>❖ Clear routines</li> <li>❖ Simple instructions and language</li> <li>❖ Explain any changes prior to the lesson</li> <li>❖ Writing frames</li> <li>❖ Model social skills</li> <li>❖ Structured and consistent approach</li> <li>❖ Immediate reward sustem</li> </ul>	<b>MLD</b> <ul style="list-style-type: none"> <li>❖ Preteach vocab and concepts</li> <li>❖ Simple outcome linked to the objective</li> <li>❖ Step by steps tasks/jobs list</li> <li>❖ Use real life experiences</li> <li>❖ Modelling various examples</li> <li>❖ Visual aids and multi-sensory teaching approach</li> <li>❖ Clear and simple instructions</li> <li>❖ Scaffolding</li> <li>❖ Processing time</li> <li>❖ Help cards</li> <li>❖ Discussion before writing</li> <li>❖ Alternative to writing</li> <li>❖ Small group work/1:1</li> </ul>	<b>Visual</b> <ul style="list-style-type: none"> <li>❖ Seat pupil according to their visual needs</li> <li>❖ Handouts rather thasn copying from board</li> <li>❖ Enlarged worksheets</li> <li>❖ Use of ICT</li> <li>❖ Verbal instructions</li> </ul>	<b>ADHD</b> <ul style="list-style-type: none"> <li>❖ Provide sensory regualtion e.g. fidget toys or sensory circuit</li> <li>❖ Create Check Lists for tasks and split longer tasks into smaller managable chunks</li> <li>❖ Careful seating plan to support child's need e.g. away from distraction</li> <li>❖ Strategies to aid organisation</li> <li>❖ Discussion before writing</li> </ul>
<b>Subject Specific Adaptations</b>				
Geography	<p>Pre teach any new complex geographic vocabulary</p> <p>Recap vocabulary and key aspects of geographic knowldege and concepts previously taught to go over any misconceptions</p> <p>Support by staff members when answering questions</p> <p>Repeating instructions/List of instructions/pictorial reminders – step by step guide</p> <p>Adapted outcomes for lesson objectives</p> <p>Adult scribe</p> <p>Social story to support child's understanding and participation of any fieldwork</p>	<p>Recap vocabulary and key aspects of geographic knowledge and concepts previously taught to go over any misconceptions.</p> <p>Multisensory opportunities to explore geographic concepts</p> <p>Learning objective and date provided</p> <p>Jobs list to break down objective into smaller chunks for children to follow.</p> <p>Adult and group support.</p> <p>Verbal feedback/check -in throughout session</p> <p>Scaffolded/adapted sheets</p> <p>Floor books (where appropriate) to record verbal responses and written work</p> <p>Adult scribe</p>	<p>Working in smaller groups</p> <p>Learning objective and date provided</p> <p>Pace of lessons supports movement breaks/ sensory reguations/ quiet times if needed</p> <p>Adult support</p> <p>Adult scribe</p> <p>Adaptations made to support any fieldwork e.g.if child has obsession with water and going near water</p>	<p>Guided group work</p> <p>Sensory rest breaks planned into lessons</p> <p>Writing frame</p> <p>Adult scribe</p> <p>Social story/rules and expectations to support child's understanding and participation of any fieldwork</p>









<b>Key Concepts Studied</b>	
Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.	
<b>Key Concepts linking to the Substantive knowledge of geography</b>	
<b>Locational Knowledge</b> 	Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.
<b>Place Knowledge</b> 	Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.
<b>Navigation</b> 	Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.
<b>Fieldwork</b> 	Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.
<b>Human Geography</b> 	Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.
<b>Physical Features and Processes</b> 	Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.
<b>Sustainability</b> 	Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation
<b>Second order concepts – relating to the disciplinary knowledge of geography</b>	
<b>Responsibility</b>	how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability
<b>Cause and Consequence</b>	understanding the effect of humans and nature on landscapes and settlement
<b>Change and Continuity</b>	how have physical and human features changed over time and why
<b>Similarity and Difference</b>	Making comparisons between places, localities, regions etc...)
<b>Enquiry</b>	observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings
<b>Significance</b>	significant geographical features, places, events



F1						
	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me 	Celebrations 	No place Like Home 	What's at the bottom of the garden? 	Farms and countryside 	Wonderful world 
Seasons	Harvest festival – do we have anything to harvest in our allotment? In spring we planted, in summer we looked after and now its autumn we can harvest.  <b>Ask why questions?</b>	Autumn  Introduce Seasons suitcase	Winter  Change the season's suitcase. Have a picture of autumn season's suitcase on display to talk about the previous season.	Spring  Change the season's suitcase. Have a picture of winter season suitcase on display next to the autumn one to talk about the previous season.	May Day To celebrate the return of spring.	Summer  Change the season's suitcase. Have a picture of previous season suitcase on display next to the autumn one to talk about the previous season.
Understanding the world – Geography	Use all senses in hands on exploration and comparison of all things <b>autumn</b> . Magnifying glasses and binoculars to spot similar things in our local area. <b>I wonder if.....?</b>  Local area suitcase to build up our culture in Hull.	Use all senses in hands on exploration and comparison of all things <b>Christmas</b> . Wreath making. Magnifying glasses and binoculars to spot similar things in our local area. <b>I wonder if.....?</b>	Use all senses in hands on exploration and comparison of all things <b>winter</b> . Magnifying glasses and binoculars to spot similar things in our local area. <b>I wonder if.....?</b>  To know where they live to help build their life story. What is in our local area? Touch on Humber bridge – local area.	Use all senses in hands on exploration and comparison of all things <b>spring</b> . Magnifying glasses and binoculars to spot similar things in our local area. <b>I wonder if.....?</b>	Use all senses in hands on exploration comparison of <b>farm</b> . (Seeds, fruit, vegetables, soil, hay) Magnifying glasses and binoculars to spot similar things in our local area. <b>I wonder if.....?</b>	Use all senses in hands on exploration and comparison of all things <b>summer</b> . Also, things found on a beach. Magnifying glasses and binoculars to spot similar things in our local area. <b>I wonder if.....?</b>  Know that there are different countries in the world and talk about the differences





F2						
	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me 	Celebrations 	No place Like Home 	What's at the bottom of the garden? 	Farms and countryside 	Wonderful world 
End Points	<ul style="list-style-type: none"> <li>To describe what the weather in autumn is like and how autumn looks and feels</li> <li>To describe and identify similarities and differences between my school and where I live</li> <li>To create a simple map to show the position of a variety of fictional landmarks</li> </ul>	<ul style="list-style-type: none"> <li>To describe what autumn looks and feels like</li> <li>To describe what winter looks and feels like</li> <li>To recognise some differences and similarities between life in this country and others</li> <li>To create a simple map to show the position of a variety of fictional landmarks</li> <li>To understand that the world is made up of many places, including Hull and that they have differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>To describe what winter looks and feels like</li> <li>To describe some of the natural materials around them</li> <li>To identify and describe different types of houses and homes and identify differences and similarities between them including homes from around the world</li> </ul>	<ul style="list-style-type: none"> <li>To describe what spring looks and feels like</li> <li>To identify and describe simple human and physical features of our gardens</li> <li>To identify similarities and differences between gardens around the world</li> </ul>	<ul style="list-style-type: none"> <li>To describe what spring looks and feels like</li> <li>To describe and compare the countryside to our local area beginning to identify and describe human and physical features including differences and similarities between this and my local area</li> <li>To name and identify animals that typically live on a farm</li> </ul>	<ul style="list-style-type: none"> <li>To describe what summer looks and feels like</li> <li>To identify differences and similarities with plants and animals around the world</li> <li>To begin to identify and describe different habitats around the world</li> <li>To begin to identify and describe similarities and differences between our country and others around the world</li> </ul>
EYFS Objectives	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Describe their immediate environment using knowledge from observation, discussion,</p>	<p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Recognise some similarities and differences between life</p>	<p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion,</p>	<p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Know some similarities and differences between the</p>	<p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>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.</p>

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	<p>stories, non-fiction texts and maps.</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>in this country and life in other countries.</p> <p>Draw information from a simple map.</p>	<p>stories, non-fiction texts and maps.</p> <p>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.</p> <p>Draw information from a simple map.</p>	<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Draw information from a simple map.</p>		<p>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.</p>
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Year 1			
	Autumn	Spring	Summer
	My Local Area	Transport and Travel	Land Ahoy!
End Goals	To use simple symbols to record the weather and to plot location on a simple map. To recognise human and physical features within the school environment and develop simple mapping skills linked to the school grounds	To name and locate the 4 countries of the UK and describe some of their key physical and human features including daily and seasonal weather patterns  <b>Sustainability Thread – Electric vehicles and their impact upon the planet</b>	To identify main human and physical features of the British coastline and compare and contrast to coastal areas in Jamaica including the differences in weather patterns  <b>Fieldwork – Human and Physical Features of a British Coastline – Bridlington Trip</b>
National Curriculum Objectives	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>(G4) identify seasonal and daily weather patterns in the United Kingdom</li> <li>(G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>(G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>(G8) locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography</li> <li>(G9) 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</li> <li>(G10) 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.</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>(G2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>(G3) 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</li> <li>(G4) 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:</li> <li>(G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>(G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>(G7) 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</li> <li>(G8) locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3</li> <li>(G9) 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</li> <li>(G10) 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.</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>(G1) name and locate the world's seven continents and five oceans</li> <li>(G3) 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</li> <li>(G4) 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:</li> <li>(G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>(G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>(G7) 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</li> <li>(G8) locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3</li> <li>(G9) 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</li> </ul>



Year 2			
	Autumn	Spring	Summer
	Up, Up and Away	London's Calling	Unsinkable Ship
End Goals	<p>To name and locate the world's oceans and continents using the four points of a compass and describe how the weather, human and physical features compare in hot and cold places linking to where they lie in terms of the equator</p> <p>Sustainability Thread – Endangered species from hot and cold climates</p>	<p>To name and locate the countries and capital cities of the UK including bodies of water that surround us using the points of the compass to describe their location</p> <p>To identify and describe London, categorise its key human and physical features, place them on a simple map and be able to explain why as the capital city of England it is so significant</p> <p>Fieldwork – How is a city centre different to our local area?</p>	<p>To apply knowledge of the compass rose and use of positional language to give effective directions using a range of maps.</p> <p>To understand the physical process of glacier and iceberg formation and begin to reason about where in the world they might be found demonstrating an understanding of this to the poles.</p> <p>Fieldwork – Can we begin to map our local area?</p>
National Curriculum Objectives	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>(G1) name and locate the world's seven continents and five oceans</li> <li>(G3) 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</li> <li>(G4) 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:</li> <li>(G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>(G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>(G7) 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</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>(G2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>(G3) 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</li> <li>(G4) 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:</li> <li>(G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>(G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>(G7) 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</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>(G1) name and locate the world's seven continents and five oceans</li> <li>(G3) 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</li> <li>(G4) 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:</li> <li>(G5) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>(G6) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>(G7) 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</li> </ul>

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	<ul style="list-style-type: none"> <li>• (G8) 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 Geography – key stages 1 and 2 3</li> <li>• (G9) 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</li> </ul>	<ul style="list-style-type: none"> <li>• (G8) 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 Geography – key stages 1 and 2 3</li> <li>• (G9) 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</li> <li>• (G10) 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.</li> </ul>	<ul style="list-style-type: none"> <li>• (G8) 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 Geography – key stages 1 and 2 3</li> <li>• (G9) 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</li> <li>• (G10) 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.</li> </ul>
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Year 3			
	Autumn	Spring	Summer
	One Hull of a City!	Stone, Bronze and Iron Age	Volcanoes and Earthquakes
End Goals	<p>To locate and identify countries within Europe, describe Hull's position to the rest of Europe and make reasoned judgements why the River Humber benefits Hull.</p> <p>To carry out a fieldwork study of the local area to identify local services and land use then interpret a range of current and historic maps to identify changes to the local area including ones with a 2 figure grid reference</p> <p>Fieldwork – How busy is our local area and how is the land used?</p> <p>Carrying out traffic surveys, look at shops, services and land use and analyse data.</p>	<p>To identify and summarise how land is divided into regions and locate using the eight points of a compass</p> <p>To compare Yorkshire and the south west looking and how settlements and the physical landscape vary, identifying key human and physical features including land use</p> <p>Fieldwork – How busy is the village of Brantingham and how does it compare to our local area?</p> <p>Carrying out traffic surveys, look at shops, services and land use and analyse data.</p>	<p>To locate the worlds volcanoes and tectonic plates and explain the physical processes that cause the formation and eruption of volcanoes and how earthquakes occur</p> <p>To compare and contrast Yorkshire and southern Iceland evaluating how living in a volcanic region differs</p>
National Curriculum Objectives	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</li> </ul>	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G13) 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)</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>G13) 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)</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

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	<p>build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>(G19) 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.</li> </ul>	<p>and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) 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</li> <li>(G19) 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.</li> </ul>	<ul style="list-style-type: none"> <li>(G18) 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</li> </ul>
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Year 4			
	Autumn	Spring	Summer
	Ancient Egypt	Romans	Rainforests
End Goals	<p>To locate Egypt and make reasoned judgements about its physical geography including understanding a desert biome. To describe what life is like beside the Nile and how people have adapted to live along the fertile banks.</p> <p>Sustainability Thread – Hydropower from dams</p>	<p>To locate Italy and surrounding countries and observe and describe the main physical and human features of the country.</p> <p>To compare and contrast the features of the Lazio region in comparison to Yorkshire including levels of tourism and climate.</p>	<p>To locate and describe some of the world’s major biomes and apply locational knowledge to this division then compare and contrast a tropical rainforest to a deciduous using six figure grid references</p> <p>To understand and explain the processes within a rainforest ecosystem and understand how humans have impacted upon this fragile part of the world</p> <p>Fieldwork – Dalby Forest – Comparative study between deciduous woodland and tropical rainforest</p> <p>Sustainability Thread – Deforestation and Fairtrade</p>
National Curriculum Objectives	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) 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</li> </ul>	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) describe and understand key aspects of: human geography, including: types of</li> </ul>	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) describe and understand key aspects of: human geography, including: types of</li> </ul>





		<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>• (G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• (G18) 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</li> </ul>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>• (G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• (G18) 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</li> <li>• (G19) 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.</li> </ul>
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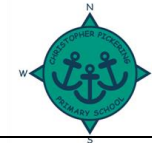
Year 5			
	Autumn	Spring	Summer
	Ancient Greece	Vikings, Anglo Saxons and Scots	Rivers and Mountains
End Goals	<p>To be able to describe the locality of Greece and its main human and physical features including climate and biome. To compare and contrast the regions of Cyclades and Yorkshire including differing climate and biome.</p> <p>Sustainability Thread – Climate change and Greta Thunberg</p>	<p>To locate and describe main geographical features of Scandinavia including natural resources, links with trade using scales, calculating distances and relations to economic activity.</p>	<p>To locate the world’s major rivers, explain the key physical processes them and why most major cities are located along them</p> <p>To describe the features and course of the River Hull and speculate the changes of land use around it from source to mouth</p> <p>To locate the world’s tallest mountains, recall and distinguish the key features of a mountainous region, physical processes using 6 figure grid references and contour lines</p> <p>Sustainability thread – river pollution and how to prevent Fieldwork – Track the journey of the River Hull from source to mouth identifying features and differences in land use</p>
National Curriculum Objectives	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones,</li> </ul>	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones,</li> </ul>	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones,</li> </ul>



	<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) 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</li> </ul>	<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) 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</li> <li>(G19) 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.</li> </ul>	<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) 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</li> <li>(G19) 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.</li> </ul>
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Year 6			
	Autumn	Spring	Summer
	Ancient Maya Civilization	Crime and Punishment	The Changing World
National Curriculum Objectives	<p>Location and place knowledge of Central America – human and physical Time zones and lines of longitude Fieldtrip prep – locality study, mapping skills, route planning</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) use the eight points of a compass, four and six-figure grid references, symbols and</li> </ul>	<p>Familiarisations with European localities using statistics</p> <p><u>Substantive Knowledge</u></p> <p>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>(G16) 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</li> </ul> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> <li>(G17) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>(G18) 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</li> <li>(G19) 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.</li> </ul>	<p>To develop a deeper understanding of sustainability and climate change and how UK farmers can produce more carbon neutral produce and supply an increasing population.</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <li>(G11) 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</li> <li>(G12) 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</li> <li>(G14) 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</li> <li>(G15) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>(G16) 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</li> </ul>



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