**\*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:**

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| **Work likely in …** | **Early Years** | **KS1** | **KS2** |

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| **Locational Knowledge** | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | To know the continents and the oceans of the world.  Be familiar of places and location of the United Kingdom. | Be familiar with the world countries including environmental regions, key physical and human characteristics, countries and major cities.  Continue to develop geographical knowledge of the United Kingdom by naming and locating counties, cities and geographical regions.  When studying the locations, we include hill, mountains, coats and rivers and how land has been used over time.  Use geographical vocabulary to identify the position and significance. |
| **Place Knowledge** | 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. | Understand geographical similarities and differences between small areas of the United Kingdom and another location. | Understand geographical similarities and differences of human and physical geography between areas of the Untied Kingdom and a wider range of countries |
| **Human and physical Geography** | Children know and talk about the seasons. | Identify daily weather patterns in the United Kingdom and a contrasting area of the world. | Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |
| **Geographical skills and fieldwork** | Using walks around the local area. | Use maps and globes  Use simple compass directions  Use directional language | Use maps atlas, globes and IT  Use 8 points of a compass  Understand maps using grid references symbols and keys  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. |

|  | **Topic Title / Question** | **Geographical Terms & Vocabulary** | **Locational Knowledge** | **Place Knowledge** | **Human and physical Geography** | **Geographical skills and Fieldwork (Concreate experience, visit, trip)** | **Possible Reading Opportunities** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Seasons-every term**  ***(Arctic topic)*** | Change, weather, Seasons, Winter, Autumn, Spring, Summer, country,  *(Polar regions, Arctic, Antarctica, World, )* | What does our local area look like? Note the features; pond, field, community gardens, woodland area, town centre, River Calder (UF)  What do these look like in Spring/Summer/Autumn/Winter | How have those places changed across the seasons? e.g How does the pond look different in Winter, How has the woodland changed in Spring?  *(Compare their environment to that of the Polar regions.)* | *(frost, ice, melting ice.)* | Go on a Seasonal walk-take photographs. Make photo books of the Seasons  Autumn/Summer visit to Thornes Park to compare.  (*Use the globe to find the Arctic/Antarctica*  *Look at Arctic climates)* | Non fiction Seasonal books  (*Polar Bear, Polar Bear what do you hear?*  *Stick Man)* |
|  | **Around the World** | City, road, village, Mosque, house, path, flat, Church, World, community | Observe, find out about and discuss the place where they live. What do we have in our locality-Go for a walk, take photographs of buildings such as the fire station, Train station, Mosque. Create a photo book of our local environment -label | Talk about where we live and other countries we have visited-ask parents to send in photos of their home country. Talk about the similarities and differences;  Mara, Africa, Pakistan |  | Visit local places (Mosque/Church)  Create box models/paintings of their environment/Space/Mara or imaginary landscapes.  Create story maps | Handa’s Surprise  The Creation story  Aliens love underpants |
| **Y1** | **The United Kingdom** | **United kingdom, England, wales, Scotland, northern Ireland, country, city, landmark, globe, map, UK, Wakefield, direction, left, right, forward, back, countryside, town** | Know what the United Kingdom is.  To describe the united kingdom as an independent nation with a government.  Know the names of the 4 countries in the United Kingdom and their capital cities.  To identify and locate cities and physical features of the United Kingdom:   * Edinburgh castle and be able to describe features of a castle * Buckingham palace and be able to explore the role of the palace and the reason for the palace. * Giant’s causeway * Mount Snowdon | Know the difference between a city/ town and the countryside   * Be able to describe a town and its features * To be able to describe the countryside and its features   To compare the differences between the two – are there any similarities? | Track weather patterns over a week in:   * England * Wales * Northern Ireland   Scotland | To be able to identify the United Kingdom on a globe.  To be able to identify England, Scotland, Wales and Northern Ireland on a map of the United Kingdom.  To be able to identify where Wakefield is on a map of the UK.  To be able to direct using left, right, forwards and back around the local environment. | Paddington Bear – Michael Bond  Atlases  Maps |
|  | **Around the world**  **6 weeks** | **Kenya, weather, storm, thunder, lightning, rain, sun, clouds, snow, diary, USA, united states of America, Egypt, France** | Know 4 countries in the world:   * USA   Know the famous landmarks: Golden Gate Bridge, Statue of Liberty, Mount Rushmore and independence hall.   * Egypt   Know that kings of Egypt were called pharaohs, know what mummies are and who Tutankhamun is   * France   Know different types of foods people eat in France  Learn some of the language: hello, how are you, my name is, what is your name, goodbye, good, ok, not good   * Kenya (English)   Fruit tasting based on Handa’s surprise- know what fruits are grown and eaten in Kenya. | Compare Wakefield to Kenya (link to Handa’s surprise)   * Difference in houses * Difference in food/ cooking – link to what the children have already learnt in history about kitchens | Week weather diary and compare to a week in Kenya | Know where USA, Egypt, France, Australia and Kenya are on a map and globe. | Handa’s Surprise – English  Around the world in 80 days – Jules Verne  Barnaby bear videos |
| **Y2** | **England and Africa** | **Continents, ocean, land, globe, map, forest, hill, mountain, river, soil, valley, vegetation, shop, factory, farm, house,** | Name the continents of the world and the oceans  Locate the continents on a map and globe. | Compare and contrast the differences and similarities of Wakefield/ Eastmoor with a small town in Africa (not Handa’s surprise to give another perception of Africa)   * Houses * Weather * Travel * Lifestyle | Compare the different physical and human features from a map/aerial view of the two.   * -forest/hill/ mountain/ river/soil/ valley/ vegetation   Shop/ factory/ farm/ house | Use globes and maps to locate the continents | Too Small Tola- Atinuka (English Link) |
|  | **Weather** | **Equator, thermometer, weather, season, change, climate, north pole, south pole, compass, north, south, east, west** | Understand that the earths tilt and the position of a continent/country in relation to the equator impact on the weather.   * Warm and cold climates * What grows in those countries * What animals live in different climates | Describe the changes of due to seasons in the Uk  Describe the weather differences between Wakefield and a city on a different continent | Collect daily weather information from thermometers, rain gauges and broad casts to track weather for 2 weeks over 2 seasons.  Children to write their own weather forecast using geographical language | Create our own weather broadcast using maps, keys, compass directions and position language. | Online daily weather reports |
|  | **St Mary’s**  **(link in with the history)** | **Past, old, human, city, town,** | To locate Wakefield and St. Mary’s school using a map.  Looking a road and street names | Compere aerial photos of the school and surrounding areas to a photo of the old St. Marys school unpicking how the human geography has changed. |  | Complete walks around the school and local area identifying the human and physical geography   * Make maps (with Keys)   Devise routes (positional language) |  |
| **Y3** | **The United Kingdom**  **Yorkshire/Wakefield and Scottish Highlands/Loch Ness**  ***Including local geography and local fieldwork*** | Physical  Human  Continent  Country  Island  United Kingdom  England  Wales  Scotland  Northern Ireland  County  Region  Yorkshire  Highlands  Settlement  Capital city  City  Town  Village  Local  Urban  Rural  Community  Detached  Semi-detached  Bungalow  Flat | Locate United Kingdom on world and European maps and know it is part of Europe. Describe the location of UK in Europe using 8 point compass.  Locate the countries of UK and use 8 point compass to describe their location within UK and Europe.  Identify on maps capital cities and major physical features of the landscape e.g. rivers/mountains. Use maps of different scales including OS  Locate geographical regions of the UK- including Yorkshire, West Yorkshire and Wakefield.  Identify physical and human features of Wakefield (North and South) using maps including OS and aerial photographs  Identify physical and human features of a Scottish region (Loch Ness/Scottish Highlands) using maps including OS and aerial photographs | Identify similarities and differences in human and physical features  between different regions in UK   * Yorkshire/Wakefield * Scottish Highlands/Loch Ness   Local Geography:  Identify the similarities and differences between housing in Wakefield:   * Field work in the local area around school and sketch map the different housing types identified * Conduct a class survey into housing types in Wakefield to identify the similarities and differences of housing types within our class population   Local Geography:  Identify similarities and differences between Wakefield/Eastmoor in the present day and the past using present day and historical maps. | Physical features of UK/localities:   * Rivers/lakes * Mountain ranges/land height * Soil/mineral distribution   Human features of UK/localities:   * Types of settlement * Land use – housing types   Identify within the local area:   * River Calder * Aire and Calder Navigation * Kirkgate and Westgate Stations * Hepworth Gallery * Housing types - through local fieldwork | Use of maps including OS, at a range of scales.  Use maps.nls.uk to use OS maps alongside aerial photographs  Use of grid references and 8 point compass.  Local fieldwork:   * Sketch map of local area – street focus – housing types   Survey – housing types. | Links to stories within English:   * *Water Horse* Dick King Smith * *The true story of the Loch Ness Monster* Frances Gilbert * *Nessie – The Loch Ness Monster* Richard Brassey   Wakefield Now and Then (Library book) |
|  | **Extreme Earth - Volcanoes and Earthquakes** | Earth  Continent  Country  Physical  Structure  Feature  Crust  Mantle  Core  Rock  Molten  Volcano  Crater  Viscous  Lava  Magma  Active  Dormant  Extinct  Earthquake  Tremor  Plates  Fault  Epicentre  Richter scale  Tsunami  Tectonics  Boundaries | Identify the structure of the Earth and what it is like below ground using diagrams of the Earth’s physical structure  Identify the location of volcanoes using maps at a range of scales (world, continent and country) and identify patterns in their locations (e.g. along fault lines)  Use 8 point compass to describe locations of countries and volcanoes.  Read and interpret keys (maps and diagrams)  Use geographical vocabulary to describe the physical features of the Earth’s structure, volcanoes and earthquakes. | Identify similarities and differences in the Earth’s land/plates/continents between the past (225 million years ago and 200 million years ago) and present day  Identify similarities and differences between active and dormant volcanoes and the impact on the settlements located near them:   * Active = * Dormant =   Identify the impact of the volcanic eruption in Pompeii on human and physical factors. | Understand and explain the physical structure of the Earth:   * Identify what the Earth is like underground/below the surface * Identify the layers of the Earth   Understand and explain plate tectonics and boundaries:   * Understand the Earth’s crust is split into plates * Identify plate boundaries * Identify using maps and reference materials   Understand and explain about how volcanoes and earthquakes happen due to the physical structure of the earth:   * Explain how the movement of plates causes volcanoes and earthquakes * Identify the features of a volcano and the actions that take place in an eruption * Understand how some volcanoes are active and some are dormant * Understand how the plate movement/earthquakes causes Tsunamis | Use of maps at a range of scales and diagrams with symbols and keys to locate countries/continents, plate boundaries and volcanoes.  First hand experience – practical work using a peach to represent the physical structure of the Earth  First hand experience – making model volcanoes with the features learnt and creating a simulated eruption  First hand experience/experiment (link to Science – Rocks) – making icing and keeping at different temperatures then looking at how it flows to represent how lava flows and creates different types of rocks at different temperatures. | Links to English books:   * *The firework maker’s daughter* Philip Pullman * *Escape from Pompeii* Christina Balit   Non-fiction reference books about volcanoes and earthquakes |
| **Y4** | **Spain** | **Country**  **Continent**  **Europe**  **Eight point compass point/directions**  **Location**  **Landscape**  **Climate**  **Land use**  **Inland**  **Coast/coastal**  **Border**  **City**  **Region**  **Map**  **Scale**  **Time zone** | To describe Spain’s location:   * A country in the continent of Europe * Within Europe – South West * Compared with other European countries – e.g. Spain is East of Portugal and South West of France   To identify and locate cities and physical features of Spain, e.g.:   * Capital city – Madrid * Seas – Bay of Biscay, Atlantic Ocean, Mediterranean Sea * Islands – Balearic Islands and Canary Islands * Borders with other countries * Rivers – e.g. River Ebro   Identify differences in time zones between Spain and UK. | Use of landscape maps to identify similarities and differences in types of landscape (e.g. land height) between the North, South, East and West of Spain  Use of climate maps to identify similarities and differences in climate types and their features (e.g. temperature, rainfall) between the North, South, East and West of Spain  Understand the land use in a Spanish town/city (e.g. Marbella) using land use maps.  (Link to field work in local area and comparison of land use in Spanish town/city and Wakefield) | Physical geography - Describe the landscape and climate in the North, South, East and West of Spain.  Human Geography - Describe the land use and economic activity of Spanish settlements (e.g. coastal settlements as tourist towns – e.g. land use and tourism in Marbella) | Maps at a range of scales – World, Continent (Europe), Country (Spain) and town/region (Marbella)  Maps for different purposes – location, landscape, climate, land use (using keys and symbols to interpret them)  Use of 8 point compass directions to locate and describe when using maps across a range of scales.  Fieldwork – local fieldwork to explore the land use in our local area, creating a sketch map and then using to compare similarities/differences between land use in Wakefield and in a Spanish town (e.g. Marbella) | **English text – *Toro! Toro!* Michael Morpurgo**  Atlas/maps  Information books/websites about Spain  Oak Academy lesson – time zones |
|  | **Local Geography**  **(Fieldwork topic)**  ***What is the weather like around our school? How do weather patterns affect it?*** | **Weather, Climate, Season,**  **Water cycle, Precipitation,**  **Evaporation**  **Condensation**  **Run off**  **Groundwater**  **Clouds**  **Wind**  **Air mass**  **Pattern**  **Classify**  **Data**  **Eight point compass point/directions**  **Map**  **Scale**  **Forecast** | Our locality - use of classification charts and use of geographical vocabulary to observe and identify different types of clouds in the sky (on different days over time)  (Link to fieldwork in local area) | Understand similarities and differences between weather patterns in different parts of the UK, e.g. Arctic, tropical, maritime and continental wind patterns from the North, South, East and West.  Understand how our local weather is affected by these weather patterns | Physical geography – describe weather patterns of parts of the UK, e.g.:   * Patterns of warm/cold air mass movements (UK/Atlantic Ocean) * Arctic, tropical, maritime and continental wind patterns * How is our local weather affected by these weather patterns?   Physical geography – describe and understand the stages and processes of the water cycle. | Fieldwork – photographing cloud types and identifying using classification chart (cloud types across the 3 cloud levels)  Fieldwork – collecting weather data over time, in different locations around school, to investigate patterns in:   * Wind speed (use of anemometer) * Wind direction (use of weather vane and compass)   🡪 plot data collected using bar charts and time graphs  Weather maps (UK focus) and charts (e.g. classifying cloud types)  School plan (for use in fieldwork)  Use of BBC weather reports and weather maps online | **English texts:**   * **Water Dance – Thomas Locker** * **The Rhythm of the Rain – Grahame Baker-Smith**   Daily use of BBC weather reports online  Information books/websites about weather, water and the water cycle.  Link to Science and information books about States of Matter |
| **Y5** | **South America** | **South America, Brazil, continent, equator, climate, biome, Amazon river basin, physical and human characteristics, habitat, environment, Amazon rainforest, deforestation, impact, tropics or Cancer and Capricorn, longitude, latitude, Northern and Southern hemisphere, borer, ocean** | Use maps and directional language of North, South, East, West to describe Brazil’s location within South America.   * A country in the continent of South America * Within South America, describe the position of countries which surround Brazil- Bolivia, Paraguay, Peru, Argentina, Uruguay, Ecuador, Colombia Venezuela, Chile.   Use maps to compare the physical features of South America. | Use landscape maps to compare similarities and differences the physical landscape of Brazil to the UK. | Physical Geography- Describe the 4 biomes (vegetation belts) of South America and identify their location within (North, South, East, West).  Human Geography- Describe land use and economic activity within Brazil (Amazon Rainforest, Rainforest is used for natural resources links to England. What do we get from the Amazon and use in our everyday lives?  Know the impact of deforestation impacts on the local and worldwide community. | Tropical World,  Rainforest workshop  Use maps, atlases, globes to locate countries and describe features studied.  Understand maps using grid references, symbols and keys. | Journey to the River Sea- Eva Ibbotson  Rainforest in 30 Seconds- Dr Jenn Green  The Great Kapok Tree-Lynn Cherry  The Vanishing Rainforest- Richard Platt |
|  | **Investigating the School Grounds and the UK.** | **North, South, East, West, compass, pole, orientate, cardinal points** | Geographical vocabulary-Understand directional vocabulary of North, South, East, West to describe and represent position within the school grounds. | Describe similarities and difference of human and physical geography on an OS map. | Create a 3D model using map contour lines (art link).   * Identify a range of symbols recognise human and physical features on an OS map. * Describe how height is shown on OS maps using contour lines by showing the shape of the land. The closer the contour lines are, the steeper the slope of the land. | Geographical skills -Use and understand the 8 cardinal and intermediate points of a compass to identify locations in the school grounds.  Describe the location of human and physical features on an OS map using directional language-North, South, East, West and apply this to my current location. |  |
| **Y6** | **North America** | Equator  Tropic of Cancer and Capricorn  Climate  Countries | 22 countries of North America  Identify the variety of physical features of North America eg mountain ranges, canyons rivers.  Compare to features of South America. | Compare the climates in NA and how they compare to UK  Compare different countries in NA looking at natural land features. | Describe the variety of climate zones of North America. Plot on a sketch map and compare findings.  Rivers and mountains in NA  Look at land use of different countries of NA and compare.  Trade links with NA.  What products do we get from different countries?  Investigate a chosen country from NA and find out as much as you can about it – climate, tourism, mountains, rivers etc | Use maps and atlases for different purposes.  Using grid references up to 8 figures.  Use websites to find out more information about places in NA  Use books, website and atlases to fond this information out. Present to the class. | Information books |
|  | **Local Geography** | Energy use  Conservation  Generation | The impact of change on individuals in the local area. | Physical geography – compare weather patterns across the UK and compare to local area.  How has the climate changed in the UK over time?  What do you think has caused this? | How can school reduce its carbon footprint?  Present the human and physical features in the local area. | Use fieldwork to observe, measure, record and using a range of methods, including sketch maps, plans and graphs, and IT |  |