



## Geography Curriculum Overview

Year	Autumn 1 and 2			Spring 1 and 2			Summer 1 and 2		
Topic	Who am I? Let's Celebrate			Space New Life in Spring			People Who Help Us Land and Sea		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
<b>Understanding the World</b>	<p><i><b>EY Link –</b></i> -Explore and respond to different natural phenomena in their setting and on trips.</p>	<p><i><b>EY Link –</b></i> -Explore and respond to different natural phenomena in their setting and on trips.</p>	<p><i><b>EY Link –</b></i> -Talk about what they see, using a wide vocabulary. -Understand the key features of the life cycle of a plant and an animal. -Understand the effect of changing seasons on the natural world around them.</p>	<p><i><b>EY Link –</b></i> -Explore and respond to different natural phenomena in their setting and on trips. -Plant seeds and care for growing plants.</p>	<p><i><b>EY Link –</b></i> -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. -Plant seeds and care for growing plants.</p>	<p><i><b>EY Link –</b></i> -Begin to know that there are different countries in the world. -Understand that some places are special to members of their community. -Plant seeds and care for growing plants. -Understand the effect of changing seasons on the natural world around them.</p>	<p><i><b>EY Link –</b></i> -Notice differences between people. -Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><i><b>EY Link –</b></i> -Explore collections of materials with similar and/or different properties. -Use all their senses in hands on exploration of natural materials. -Explore how things work. -Plant seeds and care for growing plants.</p>	<p><i><b>EY Link –</b></i> -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. -Recognise that people have different beliefs and celebrate special times in different ways. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them.</p>



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	<p><b><u>Autumn 1:</u></b>  <b>Focus</b></p> <ul style="list-style-type: none"> <li>• Autumn, harvest time, harvesting fruits and vegetables.</li> <li>• Weather &amp; lifecycles of plants and animals, seasonal changes (Autumn)</li> <li>• Study maps of the school grounds: Do we know the name of the town/ road where we live?</li> </ul> <p><b>Enhancement</b> – walk in the local area.</p> <p><b><u>Autumn 2:</u></b>  <b>Focus</b></p> <ul style="list-style-type: none"> <li>• Seasonal changes (Autumn), outside exploring Autumnal colours to notice changes, celebrating differences around the world.</li> <li>• Where around the world are different festivities celebrated?</li> <li>• Begin to understand about forest animals and hibernation. Winter wonderland.</li> </ul> <p><b>Enhancement</b> – walk to the post office</p>	<p><b><u>Spring 1:</u></b>  <b>Focus</b></p> <ul style="list-style-type: none"> <li>• Seasonal changes (Winter), how to keep warm, ice, frost, snow.</li> <li>• Birds in winter, where do they get their supplies?</li> <li>• The job of an astronaut in space, the different landscapes of planets.</li> <li>• Look at a globe, what do they notice about Earth? Where have you travelled to?</li> <li>• Investigating materials, special clothes.</li> </ul> <p><b><u>Spring 2:</u></b>  <b>Focus</b></p> <ul style="list-style-type: none"> <li>• Seasonal change (Spring) - inc. weather &amp; lifecycles of plants and animals, observe the changes in the outside environment</li> <li>• Which animals live on a farm? Compare a farm and a house- map work.</li> <li>• Life cycles – chicken, frog, caterpillar</li> <li>• Planting and growing- preparing outdoor area for sowing. Foods that grow above and underground. Dairy, meats etc.</li> </ul> <p><b>Enhancement</b> – farm visit</p>	<p><b><u>Summer 1:</u></b>  <b>Focus</b></p> <ul style="list-style-type: none"> <li>• Seasonal change (Summer) - inc. weather &amp; lifecycles of plants and animals</li> <li>• Investigate seeds and know that most vegetables, plants etc are grown from seeds.</li> <li>• Conditions for growth caring for plants, roots systems.</li> <li>• How do jobs differ around the world?</li> <li>• Food from underground, food from other places.</li> </ul> <p><b>Enhancement</b> – planting</p> <p><b><u>Summer 2:</u></b>  <b>Focus</b></p> <ul style="list-style-type: none"> <li>• Where do you go on holiday when its holiday time?</li> <li>• Where do people go on their holidays?</li> <li>• What clothes do we need for very hot days?</li> <li>• Effects of plastic waste, Recycling, Study pirate maps to find treasure</li> </ul> <p><b>Enhancement</b> – seaside visit.</p>
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	Autumn	Spring	Summer
Theme			
<b>1</b>	<p><b>NC ref:</b> Local geography</p> <p><b>Focus:</b> Where do I live and go to school?</p> <p><b>Skills:</b></p> <p style="background-color: yellow;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Observe and identify some similarities, differences and patterns in the local area e.g., houses, shops etc</li> <li>Talk about their journey to and from school.</li> </ul> <p style="background-color: cyan;"><b>Fieldwork and Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use a map to identify a place e.g., York, Scarborough, Whitby, Bridlington.</li> <li>Draw a map of their school grounds</li> <li>Use directional language to plan a route around the school.</li> <li>Explore aerial photographs and maps of familiar places.</li> <li>Use own symbols on an imaginary map.</li> <li>Follow directions (up, down, forward, backwards, left, right)</li> </ul>	<p><b>NC ref:</b> The UK and surrounding seas</p> <p><b>Focus:</b> The UK</p> <p><b>Skills:</b></p> <p style="background-color: yellow;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Investigate places within the UK and environments by asking questions, making observations and using a simple source such as maps (UK), atlases, globes.</li> </ul> <p style="background-color: green;"><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences between different areas of the United Kingdom.</li> </ul> <p style="background-color: cyan;"><b>Fieldwork and Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Recognise that a map shows a place (UK).</li> <li>Use relative vocabulary of scale when comparing areas (e.g., bigger/smaller).</li> </ul>	<p><b>NC ref:</b> Local geography</p> <p><b>Focus:</b> What is it like to live by the coast?</p> <p><b>Skills:</b></p> <p style="background-color: yellow;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Investigate places and environments (the coast) by asking questions, making observations and using a simple source such as maps (UK), atlases, globes.</li> </ul> <p style="background-color: magenta;"><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use key vocabulary (listed below) to describe human and physical features at the coast.</li> </ul> <p style="background-color: cyan;"><b>Fieldwork and Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Recognise that a map shows a place-coastal area, national parks, land use etc.</li> <li>Locate a place- Scarborough beach etc.</li> </ul>



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<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Observe human and physical features in the local area.</li> </ul> <p><b>Recap:</b> Own experiences of the local area, what is the name of their street?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that they live in a town called Scarborough.</li> <li>Know their address including postcode.</li> <li>Know the name of their school.</li> <li>Draw an aerial map of our school using our own symbols.</li> <li>Plan a route around school using directional vocabulary.</li> <li>Understand the difference between a human and physical feature.</li> <li>Observe human features in the local area on our way to and from school.</li> </ul> <p><b>Enhancement:</b> Walk around the local area</p> <p><b>Key Vocabulary:</b> City, town, village, house, school, shop, church, Observe, map, symbols, key, features, forward,</p>	<ul style="list-style-type: none"> <li>Spatially map places (e.g., recognise the UK on a small (map of UK)- and large (map of world) scale map.</li> </ul> <p><b>Recap:</b> Local geography, where do we live? Do we live in a town/village/city?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that the UK is made up of England, Scotland, Wales and Northern Ireland.</li> <li>Name, locate and identify the four countries and identify them on a map</li> <li>Name the capital cities in the UK are London, Edinburgh, Cardiff and Belfast.</li> <li>Know that the UK is bordered by four seas: the English Channel, North Sea, Irish Sea and Atlantic Ocean.</li> <li>Identify characteristics of the four countries of the UK and know that the UK is part of Europe</li> <li>Use globes and atlases to identify the continent Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Use relative vocabulary of scale when comparing areas on a map (e.g. bigger/smaller).</li> </ul> <p><b>Recap:</b> Own experience of visiting the seaside, how is the land different to where they live?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that people live in different sizes of place, including villages, towns and cities.</li> <li>Know that the coast is the area beside or near the sea.</li> <li>Know that an island is a piece of land surrounded by sea.</li> <li>Describe what is different and what is the same about living by the coast and living in my locality.</li> <li>Explain the difference between a human and physical feature.</li> <li>Identify human and physical features on the coast.</li> </ul> <p><b>Enhancement:</b> Class trip to the seaside observing geographical landmarks e.g, beach, cliffs</p>
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	backwards, up, down, right, left, above, around, below, near, inside, opposite, outside	<p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b> City, capital city, sea, island, ocean, United Kingdom, England, Northern Ireland, Wales and Scotland, coast, London, Edinburgh, Belfast, England, Cardiff, English Channel, North Sea, Atlantic Ocean, Irish Sea.</p>	<p><b>Key Vocabulary:</b> City, town, village, beach, harbour, port, cliff, coast, sea, ocean, river, forest, hill, mountain, settlement, house, farm, land use, soil, compare, similar, different.</p>
2	<p><b>NC ref:</b> Continents and the oceans</p> <p><b>Focus:</b> The 7 continents and the 5 oceans</p> <p><b>Skills:</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Spatially map places (e.g. the continents on a map of the world).</li> <li>• Use a simple atlas to locate places- the continents and oceans.</li> </ul> <p><b>Fieldwork and Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Use and follow compass directions, including North, East, South and West.</li> </ul>	<p><b>NC ref:</b> Local geography</p> <p><b>Focus:</b> Our Local Area</p> <p><b>Skills:</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognise the different buildings and their uses (houses, shops etc.) on their journey.</li> </ul> <p><b>Fieldwork and Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Describe and follow a route on a map (e.g., to and from school</li> <li>• Use a simple atlas to locate places (e.g., where they live/where school is, their house, local shops).</li> <li>• Use a basic key on a map (for their home, school, shops)</li> </ul>	<p><b>NC ref:</b> Human and physical geography</p> <p><b>Focus:</b> Hot and cold areas of the world</p> <p><b>Skills:</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify some similarities and differences between a hot place e.g., Africa and a cold place- Arctic or Antarctica based on climate.</li> <li>• Identify some similarities and differences between their local area and other places in the world- e.g., Africa</li> </ul> <p><b>Human and Physical Features</b></p> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold places in the world in relation to the</li> </ul>



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<p><b>Recap:</b> Where do we live in the world?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name the seven continents – Asia, Africa, North America, South America, Antarctica, Europe and Oceania.</li> <li>• Use world maps, atlases and globes to identify the continents.</li> <li>• Name and locate the five oceans – Pacific, Atlantic, Indian, Southern and Arctic.</li> <li>• Know that a continent is a land mass, and an ocean is a large body of water.</li> <li>• Use a globe to be able to find the equator and the north and south poles.</li> <li>• Describe weather patterns two of the world’s contrasting continents.</li> </ul> <p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b> Equator, North Pole, South Pole, ocean, sea, island, continent, country, axis, Antarctica, Africa, Asia, Europe, North America, Oceania/Australasia and</p>	<ul style="list-style-type: none"> <li>• Use class-agreed symbols to make a simple key.</li> <li>• Draw a map of the route they follow to school (add detail to a sketch map from an aerial photograph).</li> <li>• Use and follow directions, including compass directions (North, East, South and West)</li> </ul> <p><b>Recap:</b> Year 1 knowledge of where are school in and the local area.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know that I go to school in Eastfield and that my school is in a town in North Yorkshire.</li> <li>• Use maps and aerial photographs to identify key features of the local area, including other schools, factories, shops, houses.</li> <li>• Explain what the differences between physical and human features.</li> <li>• Know some similarities and differences of their school compared to another.</li> <li>• Use directional vocabulary (including the 8 point compass) to plan a route from the school to a local landmark.</li> </ul>	<p>equator and the north and south poles.</p> <p><b>Fieldwork and geographical skills</b></p> <ul style="list-style-type: none"> <li>• Use a simple atlas/globe to locate hot and cold places (Africa, Arctic, Antarctica) and continents.</li> <li>• Use a key on a map (world).</li> <li>• To use a simple atlas to locate Africa</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recall the 7 continents.</li> </ul> <p><b>Recap:</b> Where do we live in the world? What are the 7 continents?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify the Equator is an imaginary line drawn around the Earth, an equal distance from the North and South poles.</li> <li>• Know that the North and South poles are at the ends of the Earth’s axis.</li> <li>• Locate on world maps the location of hot (Africa) and cold (Arctic) areas of the world in relation to the</li> </ul>
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	<p>South America, Arctic, Atlantic, Indian, Pacific and Southern,</p>	<ul style="list-style-type: none"> <li>Describe the different types of houses in the local area.</li> </ul> <p><b>Enhancement:</b> Class walk of the local area.</p> <p><b>Key Vocabulary:</b>            City, town, village, house, similar, National Park, North Yorkshire Moors, <i>detached, flat, terraced, semi-detached, bungalow</i> , different, school, journey, travel, office, factory, hills, roads, pathways, Compass, Compass points: East, North, South, West, Fieldwork plan, aerial photograph map, key, symbols.</p>	<p>Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>Introduce term- polar circles and link to the circular lines (arc) referring either to the Arctic circle or Antarctica.</li> <li>Know that Africa/North/South America is a continent, made of many different countries.</li> <li>Identify and human and physical features in Africa and compare them to where I live.</li> </ul> <p><b>Enhancement:</b> Link to a school in Africa, write letters/web cam link</p> <p><b>Key Vocabulary:</b>            Climate, equator, continents, weather, seasons, North Pole, South Pole, climate, contrast, equator, hemisphere, , compare, sea, polar circle, Europe, continent, compare, similarities, differences, Europe, population, school, land use.</p>
3	<p><b>NC ref:</b> Countries</p> <p><b>Focus:</b> Europe and their countries</p>	<p><b>NC ref:</b> Human and physical geography</p> <p><b>Focus:</b> Volcanoes</p>	<p><b>NC ref:</b> Local geography</p> <p><b>Focus:</b> Our local area</p>



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<p><b>Skills:</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe</li> <li>name and locate counties and cities of the United Kingdom and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>human geography, including types of settlement and land use.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Skills:</b> <b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Recap:</b> Describing what human and physical geography is.</p> <p><b>Knowledge:</b></p>	<p><b>Skills:</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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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<p><b>Recap:</b> Locating the four countries and their capital cities of the UK. Locating the seven continents and the five oceans.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To locate countries in Europe by reading maps accurately.</li> <li>• To locate nearby counties in the UK by reading maps accurately.</li> <li>• To locate where we live in the UK by reading maps accurately.</li> <li>• To identify the position and significance of the Equator, Northern and Southern hemisphere.</li> </ul> <p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b> Country, Europe: England, France, Spain, Germany, Greece, Italy, Poland and Romania. United Kingdom, County, North Yorkshire, Scarborough, Mesolithic and Neolithic era, South Yorkshire, West Yorkshire, Humberside and York, Equator,</p>	<ul style="list-style-type: none"> <li>• To describe what you will find under the Earth's surface.</li> <li>• To describe the stages of a volcano's life cycle.</li> <li>• To explain why people, live in the vicinity of volcanoes.</li> <li>• To explain what causes earthquakes and how they are measured.</li> </ul> <p><b>Enhancement:</b> The Pebble in my pocket – Meredith Hopper</p> <p><b>Key Vocabulary:</b></p> <p><b>Volcanoes:</b> Volcano, eruption, lava, magma, crater, pressure, build, crust and extreme. Main vent/conduit, magma chamber and mantle.</p> <p><b>Earthquakes:</b> Earthquake, tectonic plates, tectonic plate boundaries, fault line and shock wave, Epicentre, hypocentre and magnitude</p>	<p><b>Recap:</b> Describing features of human geography of Scarborough – coasts and our local area.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To describe how land is used in rural and urban communities in Scarborough (key aspects of human geography - town and village)</li> <li>• To describe similarities and differences of regions within the UK: Scarborough (Town) and Hull (City).</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area (East Ayton) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• To use 2 figure grid references (X and Y axis).</li> <li>• To use the four points of a compass to give directional instruction: North, East, South, West.</li> </ul>
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	<p>Northern Hemisphere and Southern Hemisphere.settlements and villages.</p>		<ul style="list-style-type: none"> <li>• Begin to learn 8 points of a compass: As above including North East, South East, North West and South West.</li> </ul> <p><b>Enhancement:</b> Class trip to East Ayton Village as a comparison to our local area.</p> <p><b>Key Vocabulary:</b> Map and atlas, 2-figure grid reference, compass points, North, South, East and West,Sketch map, fieldwork, graph and digital maps city, town and village. North West, South West and directional instruction.</p>
<p style="text-align: center;">4</p>	<p><b>NC ref:</b> Human and physical geography</p> <p><b>Focus:</b> Our local area - Scarborough</p> <p><b>Skills:</b> <u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><u>Human and physical geography</u></p>	<p><b>NC ref:</b> Human geography</p> <p><b>Focus:</b> Migration</p> <p><b>Skills:</b> <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe name and locate counties and cities of the United Kingdom and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Identify the position and significance</li> </ul>	<p><b>NC ref:</b> Physical geography</p> <p><b>Focus:</b> Coastal erosion</p> <p><b>Skills:</b> <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>



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	<ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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>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>of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>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><b>Recap:</b> Locating countries on a map with a focus of Europe.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate countries and name cities on a map or atlas. Europe/North America/South America (Greece – Athens, France – Paris, Spain –</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of</li> <li>physical geography, including biomes</li> <li>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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,</p>
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<p><b>Recap:</b> Know that Scarborough is a town and how it differs to a village.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify human characteristics of Scarborough and how aspects have changed over time. (Land use i.e. retail, housing, marine drive, fishing)</li> <li>• Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use.</li> <li>• Identify physical characteristics of Scarborough and how aspects have changed over time. (Erosion of the cliffs, north/south bay)</li> <li>• Use eight points of a compass to describe a route.</li> <li>• Use keys and symbols to locate places on an ordnance survey map (castle, public conveniences, parking, information centre, theme/pleasure park, gardens)</li> <li>• 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</li> </ul>	<p>Madrid, Germany – Berlin, Italy – Rome, Poland – Warsaw, Romania – Bucharest, Norway – Oslo, Sweden – Stockholm, Denmark – Copenhagen, Russia – Moscow). - International and National Migration links</p> <ul style="list-style-type: none"> <li>• Identify position of Tropics of Cancer, Capricorn, Arctic and Antarctic Circle. (Introduce positioning of Rainforests around the world - why are they here? Discuss what might be traded?)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate the countries.</li> <li>• Name and locate major cities of nearby counties – York, Leeds, Sheffield, Hull. Use eight points of a compass to describe a route.</li> <li>• Describe and understand key aspects of Human Geography – settlements and land use/ economic activity (migration link – why do people migrate here?)</li> </ul> <p><b>Enhancement:</b> International Migrants Day 18<sup>th</sup> December 2023</p> <p><b>Key Vocabulary:</b></p>	<p>including sketch maps, plans and graphs, and digital technologies</p> <p><b>Recap:</b> Identify coastal features of Scarborough and how they have changed over time.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate nearby counties and cities of UK- Yorkshire (all 4), Lancashire (Preston), Greater Manchester (Manchester), Cumbria (Carlisle), Lincolnshire (Lincoln), Derbyshire (Derby), Nottinghamshire (Nottingham), County Durham (Durham).</li> <li>• Use four figure grid-references to describe locations on a local map</li> <li>• Use keys and symbols to locate places on an ordnance survey map (camp site, caravan, country park, information centre, nature reserve, picnic site)</li> <li>• Observe, record and present the physical and human characteristics of Flamborough. (Including sketches and plans)</li> </ul>
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## Geography Curriculum Overview

	<p>digital technologies (study of Scarborough Harbour/Foreshore)</p> <p><b>Enhancement:</b> Class visit to Peasolm Park to use compass directions.</p> <p><b>Key Vocabulary:</b>  human geography, physical geography, settlements, land use, urban areas, rural areas, trade links sketch map, graph, Ordnance survey map, harbour/foreshore/map symbols  Rural/ urban (from Year 3 land use focus)  compass points, North, South, East, West, North East, South East, South West, North West</p>	<p>Tropics of Cancer, Capricorn, Arctic and Antarctic Circle  County, North Yorkshire, South Yorkshire, West Yorkshire, East Riding of Yorkshire, compass points, North, South, East, West, North East, South East, South West, North West, digital map. York, Leeds, Sheffield, Hull, population</p>	<ul style="list-style-type: none"> <li>• Observe and record the coastal changes from before and after the Holbeck Hall disaster</li> <li>• Know why and how the Holbeck disaster happened</li> </ul> <p>Describe marine/coastal biomes</p> <p><b>Enhancement:</b> Class visit to Flamborough looking at coastal features.</p> <p><b>Key Vocabulary:</b>  Countries, cities, counties, coastline, headland, cliff, bays, landslide, South Cliff, erosion, collapse, cracks, Biomes, human features, physical features, arch, stack, stumps, cave, four-figure grid reference, symbols, sketch maps, coastal path, groynes, sea wall, sea defences, peninsula, spit, glacial till, rotational landslide, water pressure, drainage</p>
5	<p><b>NC ref:</b> Human geography</p> <p><b>Focus:</b> Greece</p>	<p><b>NC ref:</b> Physical geography</p> <p><b>Focus:</b> Rivers</p>	<p><b>NC ref:</b> Human and Physical geography</p> <p><b>Focus:</b> The effect on the land from WW2</p>



## Geography Curriculum Overview

<p><b>Skills:</b> <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> <li>• 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> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> </ul> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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><b>Skills:</b> <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe</li> <li>• 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)</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of</li> <li>• physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Recap:</b> Describe and understand key aspects of: physical geography (volcanoes &amp; mountains)</p>	<p><b>Skills:</b> <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• 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)</li> </ul> <p>Identify time zones (including day and night)</p> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li>• 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><b>Recap:</b> Explain the effects of coastal erosion on Flamborough and Scarborough</p>
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## Geography Curriculum Overview

	<p><b>Recap:</b> Locate and known that it is a European country</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities of a region in the UK (Scarborough) and Greece (Athens) - rivers, mountains, climate, weather, economic activity, land use.</li> <li>• Know key mountains in the UK – Scarfell Pike, Ben Nevis, Mount Snowdon.</li> <li>• Know about a region of a European country. (Athens – rivers [Ilisos, Kifissos, Eridanus] mountains, climate zones, human/physical features i.e. The Parthenon, Mount Olympus, Acropolis, Ampitheatre, The Olympics).</li> <li>• Describe and understand key aspects of:</li> </ul>	<p>human geography</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify latitude and longitude</li> <li>• Describe the physical features of a river from source to mouth</li> <li>• Name and locate rivers of the UK. River Severn, River Thames, River Humber, River Ouse, River Derwent, River Mersey</li> <li>• Name and locate longest rivers from continents of the world: River Nile, Mississippi River and Amazon River</li> <li>• Describe a mountain environment.</li> <li>• Understand how physical processes can cause hazards to people, e.g. flooding</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate rivers and mountains.</li> <li>• Name some of the world’s great rivers and mountains.</li> </ul> <p><b>Enhancement:</b> River Investigation</p> <p><b>Key Vocabulary:</b></p>	<p>coastlines using geographical vocabulary (Year 4)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use atlas, Digi maps to locate Axis and Allied countries and their capitals involved in WW2</li> <li>• Map major cities around the world and give their time zone relative to Greenwich and describe how time zones altered during WW2</li> <li>• Identify the human and physical features of those countries who fought in WW2</li> <li>• Identify the main human geographical areas of Britain targeted by the Germans and understand why they were targets.</li> <li>• Use maps and aerial photographs to compare how land use changed pre and post war and reflect on reasons for this.</li> <li>• Describe how environmental features (Physical and Human) affect the journey</li> </ul>
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## Geography Curriculum Overview

<ul style="list-style-type: none"> <li>• physical geography climate zones and Mountains</li> <li>• 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>Introduce time zones and link to digimap. (Identify time zones from around the World - retrieval of European countries from Spring and give time in relation to noon Greenwich UK</p> <p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b>          physical processes, advantages, disadvantages, compare, climate zone, temperate zone, tropical zone, polar zone, river, river bank, hills, valleys, mountain, mountain ranges, mountainous, summit, peak, agriculture, farming, regions, settlements, trade links, land use, economic activity          natural resources.          densely/sparsely populated</p>	<p>Equator, Tropic of Cancer, Tropic of Capricorn, riverbank, river mouth, source, mountain, range, estuary, climate, flood plain, vegetation, meanders, tributaries, digital maps, Longitude, latitude, delta, confluence, oxbow lake, waterfall, channel</p>	<p>of a WW2 soldier (end piece of writing)</p> <p><b>Enhancement:</b> Class visit to Eden Camp</p> <p><b>Key Vocabulary:</b>          Cities, counties, regions, Europe, Map atlas          Land Use, trade links, six-figure grid references          Economic activity, natural resources</p>
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## Geography Curriculum Overview

6	<p><b>NC ref:</b> Physical geography</p> <p><b>Focus:</b> North America</p> <p><b>Skills:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe</li> <li>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)</li> <li>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> </ul>	<p><b>NC ref:</b> Physical geography</p> <p><b>Focus:</b> Rainforests</p> <p><b>Skills:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>	<p><b>NC ref:</b> Human and Physical geography</p> <p><b>Focus:</b> London over time</p> <p><b>Skills:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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>identify time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
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# Geography Curriculum Overview

<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of</li> <li>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Recap:</b> Locate countries and cities on a map or atlas: Europe, North America, South America</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate world's countries and major cities in North America. (USA – Washington DC; Canada – Ottawa; Mexico – Mexico City)</li> </ul>	<ul style="list-style-type: none"> <li>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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>use 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</p> <p><b>Recap:</b> Describe the physical features of a river from source to mouth.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate world's countries, major cities and rainforests using maps – South America (smallest- Aruba/largest - Brazil – Brasilia, Peru - Lima,</li> </ul>	<p>America</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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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## Geography Curriculum Overview

<ul style="list-style-type: none"> <li>• Identify latitude and longitude, Prime /Greenwich/ Meridian (label on world map, refer to with each location)</li> <li>• Identify Time Zones in the world comparing North America to the UK</li> <li>• Identify geographical similarities and differences between a region of UK and a contrasting region of North America – Yorkshire and Alaska. Climate zones, Time zones, Rivers, desert biomes, Mountains, population, landmarks, land use.</li> <li>• Identify human and physical characteristics of North America including climate zones, biomes, rivers and mountains, land use, economic activity, trade links and distribution of natural resources including energy, food, minerals and water</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries in North America.</li> </ul> <p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b></p>	<p>Venezuela - Caracas) Use 6 figure - grid references to describe the location of countries and continent. South America, Europe, England, Brazil</p> <ul style="list-style-type: none"> <li>• Physical Geography – define what a tropical biome is: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity, vegetation belts (species richness). and name the layers of the rainforest and describe each one,</li> <li>• Human Geography - Explore trade links – fair trade; How does the Amazon support this?             <ul style="list-style-type: none"> <li>- Exported food such as: citrus fruits, avocado, cashew nuts, Brazil nuts, sugar, natural resources such as: copper, tin, nickel, iron ore and gold, medicines</li> </ul> </li> <li>• Natural Resources - Investigate and map natural resources around the world and discuss impacts of human activity. Link to work on climate, biomes, fresh water and major rivers. Map regions of the Amazon and the countries within it. Focus on the Amazon as a region,</li> </ul>	<p><b>Recap:</b> Describe geographical similarities and differences between the UK and North America: time zones, climate zones, population, land use, landmarks Locate continents, equator, tropics, lines of latitude and longitude., Greenwich meridian</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Describe physical and human characteristics and location of London, today.             <ul style="list-style-type: none"> <li>name and locate cities (London) of the United Kingdom, their identifying human and physical characteristics,</li> </ul> </li> <li>• How has London’s physical and human geographical features changed? Use photographs and aerial photographs to describe how London has changed overtime – reference to its - population, land use, river use, transport links, tourism</li> <li>• What are the main human and physical characteristics of Brazil?</li> <li>• Use 6 figure -grid references to describe the location of countries and landmarks - South America, Europe, England, Brazil</li> </ul>
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	<p>Climate, mountains, rivers, deserts, mountain ranges, cities, countries, time zones, climate zones, longitude, latitude, atlas, maps, digital maps, renewable energy source, non-renewable energy source, industry</p>	<p>zoom into Manaus, and map impacts of farming on the rainforest.</p> <ul style="list-style-type: none"> <li>• Energy and climate change · Investigate links between energy use around the world e.g. using fossil fuels, especially wood, and deforestation and climate change. Map and investigate alternative energy use.</li> <li>• Describe the impact the rainforest has on the world – end piece of writing.</li> </ul> <p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b> Equator, Tropic of Cancer, Tropic of Capricorn, river bank, river mouth, source, mountain, range</p> <p>estuary, climate, flood plain, vegetation, meanders, tributaries, digital maps Longitude, latitude, delta, confluence, oxbow lake, waterfall, channel</p>	<ul style="list-style-type: none"> <li>• Identify Time Zones – compared to London/Brazil Identify the similarities and differences between landscapes of S.America and UK</li> <li>• List geographical similarities and differences of a region in South America – (Brazil) to the UK .</li> <li>• <b>Focus on : Sao Paulo.</b></li> <li>• Describe physical and human characteristics of a region in South America – (Sao Paulo) – . vegetation, types of settlements (housing), climate, population, landuse,</li> </ul> <p><b>Enhancement:</b></p> <p><b>Key Vocabulary:</b> Population, land use, transport links, river use, industry, Map, atlas, sketch-map, six-figure grid references Tourism, settlement Digital maps, industry Economic activity</p>
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## Geography Curriculum Overview