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| **Geography**  **Knowledge Overview** | Topic/Theme | National Curriculum | Key Knowledge | Key vocabulary | Outcomes |
| EYFS  Nursery | Let’s Explore | * (Development Matters) * UTW * -P and C * Personal experiences * Role play –home corner * Where do I come from * Communities * Families | Autumn-seasonal change  Bonfire Night  Harvest-growing sequence  What older generations have taught us-manners  Customs and traditions-  stories | Day/night  Dark/light  Young/old  Big/little  Age  Brother , Sister Aunty, Uncle etc | To know that things change with time.  Understand sequence of time  (times of day)  Days of the week  Birthdays-celebrating passage of time  Seasonal change |
| All that Glitters | * UTW * P and C * immediate family and relations-small world play | Special times and events-Christmas | Days of the week  Light and dark  Day and Night | To know that Christmas is a celebration of Jesus’ Birthday |
| Pirates |  | Customs and traditions- | Shrove Tuesday  Mother’s Day  Chinese New Year |  |
| Weather | * Notice detailed features in their environment * Comments and asks questions about aspects the natural world | The sequence of the seasons  Changes over time through the year | Spring  Summer  Autumn  Winter  Year  Month  Cold  Hot | To know the sequence of the seasons |
| Traditional tales | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | The structure of a traditional story  Story sequence | Beginning  Middle  End  Once upon a time  First then next after that  Before after  The end | Begin to know the sequence of a traditional story |
| Growing  How do things change when they grow | * Develop an understanding of growth, decay and changes over time | To know the growing sequence of a plant  Life cycle of a butterfly  Life cycle of a frog | Names of baby animals  Tadpole  Caterpillar | To know that things change as they grow |
| EYFS  Reception | Colours  What can I see changing? | * UTW * TW * Personal experiences * Asking questions about the world around them * Talk about why things happen * Growth decay and changes over time * Look closely at similarities, differences, patterns and change | Autumn-seasonal change  Learn the months of the year  Name the four seasons  Bonfire Night  Discuss the bonfire plot  Harvest- growing sequence  The creation story | Colour names  Months of the year  Seasons  Days of the week  Temperature words-hot/cold etc  past/present/future  Birthdays | To know that things change over time  To know the sequence of time-day, week , month, year  To know that God created the universe-We need to care for the world |
| Cold  Who likes the cold? | * UTW * P and C * Children talk about past and present events in their own lives | Special times and events-Christmas  Nativity story- change in times-transport/housing etc | Temperature words  Months of the year  Seasons  Days of the week | To know that the seasons influence the weather  To know that in winter the days are shorter  To know that in summer the days are longer  To know sequence of a year is a cycle. |
| Extinct  What happened to the dinosaurs | * UTW * TW * Developing an understanding of growth, decay and changes over time * Look closely at similarities, differences, patterns and change | Shrove Tuesday  Mother’s Day  Chines New Year  Environmental change-dinosaur times-present day | Dinosaur names  Extinct  Past, present, future  Bones  Skeleton  Museum  Exist | To know dinosaur names  To know that dinosaurs did exist but are now extinct |
| Heroes and Villains  Can villains be heroes? | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | The structure of a traditional story  Story sequence | Beginning  Middle  End  Once upon a time  First then next after that  Before after  The end | To know the sequence of a traditional story |
|  | God’s World  Who are my woodland neighbours? | * Show care and concern for living things and the environment * Make observations about plants and animals explain why things occur-talk about changes | Life cycles | Beginning  First  next  then  after  finally  cycle | To know the life cycle and sequence of a mini beast |
| It’s good to be me  How can I be the best I can be? | * Good practises contribute to a healthy lifestyle * Manage hygiene routines-dress independently | Dressing sequence  Cause and effect  EG-  What happens if I eat too many sweets  What happens if I eat fruit and vegetables  Daily routine  Reflection-look back over the year | First  Next  then  after that  finally  times of day | To know that eating healthily can have an effect on your body over time.  To observe how I have changed and how I have grown |
| **Year 1**  Who am I, who can I be and how do I belong? | Autumn 1  ‘What is an explorer?’ | * name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | I can name and locate the four countries of the United Kingdom  I can name and locate the Capitals of the United Kingdom  I can talk about the characteristics of the four countries of the United Kingdom. | Country  Characteristic  Capital City  Earth  Captain James Cook  Explorer  Voyage  Endeavour  Journey  Ship | To Know the names of four countries and their capital cities  To draw and label a mao |
| Autumn 2  What events have caused change?  History Focus N/A |  |  |  |  |
| Spring 1  What makes me special?  History Focus N.A |  |  |  |  |
|  | Spring 2  How can I understand the World and my place in it? | * Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | I can use simple field work and observational skills to study the geography of my school and the grounds  I can begin to discuss geographical similarities and differences through studying the human geography of a small area of the united Kingdom  I can discuss geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom comparing this to the Amazon rainforest  I can begin to discuss geographical features through studying a small are in the Amazon rainforest.  I can use world maps, atlases and globes to identify the United Kingdom and its four countries. | Physical feature  Human feature  Capital City  Observation  Field Work  Map  Key  Atlas  Rainforest | I know what it means by human and physical features of an area,  I know the human and physical features of my local area.  I know some features of the Amazon rainforest and how the rainforest is different to my local area.  I know where the United Kingdom is on a map and can name its four countries. |
|  | Summer  How do I Understand my locality and the Changes I see? | * Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | I can use basic geographical Vocabulary to refer to; Key physical features and key human features of my local area.  I can identify Key features of the countries of the Uk and observe aerial view photographs.  I can develop knowledge about the United Kingdom and my locality.  I can identify the four seasons  I can begin to identify daily and seasonal weather patterns in the United Kingdom.  I can locate the Equator on a map and North and South Poles with support.  I can suggest hot and cold areas of the world in relation to the Equator and the North and South Poles. | Human Geography  Physical Geography  Locality  Observations  Climate  Hemisphere  Equator  Season | I can use basic geographical vocabulary to discuss the human and physical features of places I visit.  I know how to make first hand observations about features of an area.  I know how to identify the seasons based on the weather patterns.  I know hot and cold locations in the world. |
| **Year 2**  How do we change the world around us? Why should we care for our world? | Autumn 1  ‘What is an explorer? | * Geographical skills and fieldwork 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 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 | I Know the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles  I can name and locate the worlds five oceans  I can name and locate the world’s seven continents  I can devise a simple map, and use and construct basic symbols in a key | Continent  Voyage  Ocean  Captain  Explorer  Endeavour  Earth | I know the seven continents and the five oceans of the world.  I know how to draw and label a map. |
| Autumn 2  What events have caused change?  N/A History focus |  |  | London  River Thames |  |
|  | Spring 1  Who is a Monarch?  N/A History Focus |  |  |  |  |
|  | Spring 2  How Can I understand the world and my place in it? | * Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | I can use simple field work and observational skills to study the geography of school and the key human and physical features of its surrounding environment.  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  I can use simple compass directions and locational and directional language to describe the features and routes on a map  I can discuss geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.  I can discuss geographical similarities and differences through studying the human and physical geography of a small area in the rainforest | Human Geography  Physical Geography  Natural  Features  Map  Directions  Locality  World  Amazon rainforest | I Know how to read a simple map independently  I know how to find routes on a map using directional language after having it modelled to me.  I know the human and physical features of my local area.  I know the rainforest is different to my local forest. |
|  | Summer  How do I understand my locality and the changes I see? | * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | I can understand basic subject specific vocabulary relating to human and physical geography.  I can develop Knowledge about the World, the United Kingdom and their locality.  I can begin to use geographical skills including first hand observations.  I can begin to use first hand observations to increase locational awareness.  I can use geographical skills including first hand observations. | Human Geography  Physical Geography  Natural  Features  Countryside  Town  Locality  World  Observations | I Know what a human and physical feature is in my local area and in unknown areas I visit.  I know how to use vocabulary to explain the features of the places I visit.  I know how to make first hand observations about features in an area.  I know where I live in relation to places I visit. |
| **Year 3**  How has the world around us shaped us as communities? | Autumn  The Stone Age: Who were Hunter gatherers | * human geography, including: types of settlement and land use | I Can describe where Stone Age people lived and their homes. | Travelling  Fossils  Climate  Boxgrove  Settlement | I can describe the glacial periods and describe how early man lived and link this to the climate  I can discuss how the changes in climate changed communities. |
|  | Spring 1  Time to Settle down  How have settlements changed from the stone age to the Iron age? | * describe and understand key aspects of physical geography * human geography, including: types of settlement and land use, economic activity including trade links, | I can describe types of settlements  I can find different types of land and objects on maps.  I can recognise how a tidal wave can change the way people live.  I can describe different types of communities.  I can describe the importance of farming to life in these times.  I can compare two settlements and find similarities and differences. | Neolithic,  Mesolithic,  farming,  solstice,  climate,  population,  urban,  rural,  settlement,  hamlet,  village,  Town  City  environment  Tidal wave  Tsunami  Disaster | I Know how climatic events changed the physical landscape and the way people lived.  I know examples of communities from different periods of time and discuss why they changed.  I know how to describe types of settlements.  I know how to find different types of land and objects on maps.  I know how a tidal wave can change the way people live and can compare two settlements and find similarities and differences. |
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|  | Spring 2  Heavy Metal  How was Shipley Influenced by the Iron Age? | * 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 | I can name the key features of a hillfort.  I can name other Iron age settlements  I can create an Iron age landscape. | Celt  mining  Land use  country  Town/city  landscape  Direction  Settlements  Defensive  Banks/ settlements  Hill forts  Roundhouses | I can discuss how the weather and travel changed which affected how and where people lived.  I can use diagrams and illustrations to explain how people lived in the Iron Age  I can discuss the development of hillforts and tribal communities and how this led to war and disease. |
|  | Summer  Who were the Ancient Romans? | * human geography, including: types of settlement and land use, economic activity including trade links | I can understand how an aqueduct worked  I can understand trade links  Look at Pompeii | Hadrian’s wall  Trade  Aquaduct  Volcano  Disaster  Magma  Active  Lava  Destructive | I can explain/know why the Romans invaded.  I can explain the role that the Geography of Britain had in Julius Caesars two failed invasions.  To explain/know how Roman influence began to transform Britain i.e. technology, roads.  I can explain/know how the actions of the Picts and others led to specific lifestyle choices for both Roman and Britain |
| **Year 4**  Are we stronger if we are together? | Autumn  What did the Anglo-Saxons bring to Britain? | * 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 * 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 | I can describe why, where and when the Scots and Anglo Saxons invaded Britain.  To identify Anglo- Saxon Kingdoms and place names | Celts/ Celtic Tribes  Iron Age  Hillfort  Angles  Jutes  Saxons  Norway  Sweden  Denamark  Kingdom | I can label a map correctly and identify why people settled here.  I can understand countries and key characteristics that have contributed to Britain’s makeup. |
|  | Spring  What did the Vikings bring to Anglo Saxon Britain? | * 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 | I can describe Viking longships and where they came from  Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England | Invade  Kingdom  Longship  Voyage  raids | To design a longship and plot its journey. |
|  | Summer  How have the cities of York and New York been shaped by people coming together? | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | I can locate major cities in the UK and USA  I can identify groups that live in York and New York  I can identify push and pull factors for immigration.  I can use an Atlas to find a route from the UK to USA | Immigration  Map  Push and Pull factors  Atlas  York  New York City | I can design a map using compass points and atlases  To compare graphs effectively commenting on differences and similarities. |
| **Year 5**  How can people come together to shape the world around them? | Autumn 1  Where in the World Is Greece? | * 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) * 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 * describe and understand key aspects of: physical geography, including: climate zones, * human geography, including: types of settlement and land use, economic activity including trade links | I can Identify the position and significance of latitude, longitude and the Equator  I can describe and understand key aspects of physical geography: Climate Zones  I can use maps and atlases to locate the worlds continents, countries and key physical features.  I can Locate Greece on a map of Europe and answer questions.  I can create a fact file on the physical features of Greece.  I can research the human characteristics of Greece.  I can compare the geography of Greece and the United Kingdom. | Equator  Northern Hemisphere  Southern Hemisphere  Latitude  Longitude  Physical Geography  Human Geography  Climate Zone  Population  landscape  settlement  trade  economic activity  natural resources | To Know the different characteristics of Greece and the UK.  To be able to plot latitude and longitude on a cross section of the Earth and understand its significance.  To create a fact file advertising Greece based on its geographical features. |
|  | Autumn 2  What did the Ancient Greeks come together to create? | * human geography, including: types of settlement and land use, economic activity including trade links | I can discuss the Achievements of Alexander the Great and the Ancient Greeks. | Empire  Invasion  Trade | A discussion on the result of Alexander the Greats invasions. |
|  | Spring  Was the Magna Carta necessary?  N/A  History Focus |  |  |  |  |
|  | Spring 2  How has the suffrage movement shaped our country since 1066?  N/A  History Focus |  |  |  |  |
|  | Summer 1  How is the movement for environmental change shaping our 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 | I can understand why the environment is changing due to climate change.  I can explore the value of natural resources and land within locations.  I can understand how the water cycle works and explore water secure and scarce locations.  I can understand the key properties of a river.  I can research environmental movements and understand how they are helping our planet.  I can discuss how we can change our planet for the better. | Climate change  Climate zones  Fair trade  Natural resources  Water cycle  Precipitation  Condensation  Evaporation  Run off  Water secure  Water scarce  river  Geographical  Agricultural  Pollution  Carbon footprint  Environmentalist | A diagram of the water cycle describing key features.  A table comparing natural locations within different locations. |
| **Year 6**  How can individual people shape the world around them? | Autumn  Darwin  How did Charles Darwin shape the world around him? | * A local study – Ikley * Locational knowledge locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America * 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 | I know the continents and countries of the world and can identify the position of the tropics of cancer and Capricorn, Arctic and Antarctic Circle.  I can Understand the geographical similarities and differences between Ilkley and Rio de Janeiro.  I can understand where rivers come from and compare the river wharfe and Amazon rivers.  I can use fieldwork to observe, measure and record information in Ilkley. | Continent  Voyage  Infrastructure  Tropic of Cancer  Tropic of Capricorn  River  Estuary  Source | Who was Darwin and what was his theory of Evolution?  To plot Darwin’s voyage identifying geographical places.  To describe the differences between Ilkley and Rio using graphs. |
|  | Spring  Egyptians and Mayans  How did Howard Carter and John Lloyd Stevens shape them world around them? | * Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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 | I can understand the physical geography of Egypt and the importance of the River Nile.  I can describe key aspects of Physical Geography, including biomes, climate zones, vegetation belts, rivers and mountains.  I can explore the value of resources and land within locations. | Vegetation belt  Biomes  Rainforest  Natural resources  Desert  Climate Zone  River  Source  Tundra  Temperate  Tropical  Transportation  Humid  Trade  Land use | An explanation text: ‘Discoveries that changed the world’.  A fact file on Biomes.  An information text on How the Ancient Egyptians used the River Nile for Farming. |
|  | Summer  Racial Equality  n/a history focus. |  |  |  |  |