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| **Geography****Knowledge Overview**  | Topic/Theme | National Curriculum | Key Knowledge | Key vocabulary | Outcomes |
| EYFSNursery  | Let’s Explore | * (Development Matters)
* UTW
* -P and C
* Personal experiences
* Role play –home corner
* Where do I come from
* Communities
* Families
 | Autumn-seasonal changeBonfire NightHarvest-growing sequenceWhat older generations have taught us-mannersCustoms and traditions-stories | Day/nightDark/lightYoung/oldBig/littleAgeBrother , Sister Aunty, Uncle etc | To know that things change with time.Understand sequence of time(times of day)Days of the weekBirthdays-celebrating passage of timeSeasonal change |
| All that Glitters | * UTW
* P and C
* immediate family and relations-small world play
 | Special times and events-Christmas | Days of the weekLight and darkDay and Night | To know that Christmas is a celebration of Jesus’ Birthday |
| Pirates |  | Customs and traditions- | Shrove TuesdayMother’s DayChinese New Year |  |
| Weather | * Notice detailed features in their environment
* Comments and asks questions about aspects the natural world
 | The sequence of the seasonsChanges over time through the year | SpringSummer Autumn WinterYearMonthColdHot | 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 storyStory sequence | BeginningMiddle EndOnce upon a timeFirst then next after that Before afterThe end | Begin to know the sequence of a traditional story |
| GrowingHow do things change when they grow | * Develop an understanding of growth, decay and changes over time
 | To know the growing sequence of a plantLife cycle of a butterflyLife cycle of a frog | Names of baby animalsTadpoleCaterpillar | To know that things change as they grow |
| EYFSReception | ColoursWhat 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 changeLearn the months of the yearName the four seasonsBonfire NightDiscuss the bonfire plotHarvest- growing sequenceThe creation story | Colour namesMonths of the yearSeasonsDays of the weekTemperature words-hot/cold etcpast/present/futureBirthdays | To know that things change over timeTo know the sequence of time-day, week , month, yearTo know that God created the universe-We need to care for the world |
| ColdWho likes the cold? | * UTW
* P and C
* Children talk about past and present events in their own lives
 | Special times and events-ChristmasNativity story- change in times-transport/housing etc | Temperature wordsMonths of the yearSeasonsDays of the week | To know that the seasons influence the weatherTo know that in winter the days are shorterTo know that in summer the days are longerTo know sequence of a year is a cycle. |
| ExtinctWhat 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 TuesdayMother’s DayChines New YearEnvironmental change-dinosaur times-present day | Dinosaur namesExtinctPast, present, futureBonesSkeletonMuseumExist | To know dinosaur namesTo know that dinosaurs did exist but are now extinct |
| Heroes and VillainsCan villains be heroes? | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
 | The structure of a traditional storyStory sequence | BeginningMiddle EndOnce upon a timeFirst then next after that Before afterThe end | To know the sequence of a traditional story |
|  | God’s WorldWho 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 | BeginningFirst next then after finallycycle | To know the life cycle and sequence of a mini beast |
| It’s good to be meHow can I be the best I can be? | * Good practises contribute to a healthy lifestyle
* Manage hygiene routines-dress independently
 | Dressing sequenceCause and effectEG-What happens if I eat too many sweetsWhat happens if I eat fruit and vegetablesDaily routineReflection-look back over the year | First Next then after thatfinallytimes 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 KingdomI can name and locate the Capitals of the United KingdomI can talk about the characteristics of the four countries of the United Kingdom. | Country Characteristic Capital CityEarthCaptain James CookExplorerVoyage Endeavour Journey Ship  | To Know the names of four countries and their capital citiesTo draw and label a mao |
| Autumn 2 What events have caused change?History Focus N/A |  |  |  |   |
| Spring 1What makes me special? History Focus N.A |  |  |  |  |
|  | Spring 2How 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 groundsI can begin to discuss geographical similarities and differences through studying the human geography of a small area of the united KingdomI 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 rainforestI 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 featureHuman featureCapital CityObservationField WorkMapKeyAtlasRainforest | 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 seasonsI 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 GeographyPhysical GeographyLocalityObservationsClimateHemisphereEquatorSeason | 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 PolesI can name and locate the worlds five oceansI can name and locate the world’s seven continentsI can devise a simple map, and use and construct basic symbols in a key | Continent Voyage OceanCaptainExplorerEndeavourEarth  | 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 |  |  | LondonRiver Thames |  |
|  | Spring 1 Who is a Monarch?N/A History Focus |  |  |  |  |
|  | Spring 2How 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 mapI 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 GeographyPhysical GeographyNaturalFeaturesMapDirections LocalityWorldAmazon rainforest | I Know how to read a simple map independentlyI 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. |
|  | SummerHow 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 GeographyPhysical GeographyNaturalFeaturesCountrysideTownLocalityWorldObservations | 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 ClimateBoxgrove Settlement  | I can describe the glacial periods and describe how early man lived and link this to the climateI can discuss how the changes in climate changed communities. |
|  | Spring 1 Time to Settle downHow 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 settlementsI 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, TownCityenvironmentTidal waveTsunamiDisaster | 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 MetalHow 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 settlementsI can create an Iron age landscape. | Celt miningLand usecountryTown/citylandscapeDirectionSettlementsDefensiveBanks/ settlementsHill fortsRoundhouses | 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 AgeI 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 workedI can understand trade linksLook at Pompeii | Hadrian’s wallTrade AquaductVolcanoDisasterMagmaActiveLavaDestructive | 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  | InvadeKingdomLongshipVoyageraids | 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 USAI can identify groups that live in York and New YorkI can identify push and pull factors for immigration.I can use an Atlas to find a route from the UK to USA | ImmigrationMapPush and Pull factorsAtlasYorkNew York City | I can design a map using compass points and atlasesTo 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 EquatorI can describe and understand key aspects of physical geography: Climate ZonesI 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. | EquatorNorthern HemisphereSouthern HemisphereLatitudeLongitudePhysical GeographyHuman GeographyClimate ZonePopulationlandscape 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 2What 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. | EmpireInvasionTrade | A discussion on the result of Alexander the Greats invasions. |
|  | Spring Was the Magna Carta necessary?N/AHistory Focus |  |  |  |  |
|  | Spring 2How has the suffrage movement shaped our country since 1066?N/A History Focus |  |  |  |  |
|  | Summer 1How 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 changeClimate zonesFair tradeNatural resourcesWater cyclePrecipitationCondensationEvaporationRun offWater secureWater scarceriverGeographicalAgriculturalPollutionCarbon footprintEnvironmentalist | 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 DarwinHow 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 InfrastructureTropic of CancerTropic of CapricornRiverEstuarySource | 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 MayansHow 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 beltBiomesRainforestNatural resourcesDesertClimate ZoneRiverSourceTundraTemperateTropicalTransportationHumidTradeLand 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 Equalityn/a history focus. |  |  |  |  |