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|  | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Early Learning Goal:- Knowledge and Understanding the World, People and Communities.   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.   Early Learning Goal:-Knowledge and Understanding the World, The Natural World.   * Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them including the seasons. | | | | |
| Links to Y1  Exploration/Explorers  Links to Antarctic/arctic  Seasonal changes | | | | |
| Nursery | * To know the name of our School. * To know and identify the place where they live | * To know that Father Christmas lives in the North Pole | * To know the names of some of the different buildings from stories, house, cottage, castle * Begin to know some seasonal changes with support. * To know that the North and South Pole are cold. | * To begin to be interested in simple maps and globes. * To have a growing awareness of what maps and globes show. * To begin to understand some positional language. * To be able to draw a simple map or plan linked to story with support. |
| Reception | * Name different parts of the local community. (Home, house, school, Church, shop, playing field) * To know the name of their street. | * To know that there are other countries and places in the world through the themes/festivals we learn about.   (Bethlehem, Arctic/Antartic/India/China etc) | * Use simple geographical words to describe physical features, beach, sea, forest, hill, river, season, weather. * Use simple words to describe some human features, village, town, farm, house, shop, post office. * To be able to name the seasons. * To begin to identify some simple seasonal changes. * To begin to identify some simarlities and differences between where we live and places where our stories take place.   (clothing/houses/weather) | * Visit different parts of the local area, post office, church, flower shop, local shops. * To begin to understand the use of maps. (linked to school trip to) * To draw simple maps of the local area and of stories they have heard. * To be able to understand and use some positional language. * To show an interest in aerial photos of the local area. |
| Vocabulary | | | | |
| Season, Spring, Summer, Autumn, Winter, Weather, rain, wind, snow, sun, glob, map, village, house, school, Church, shop, playgroud, school, castle, cottage, forest, woods, river, hill, beach, sea | | | | |
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| **Geography**  **Knowledge Overview** | Topic/Theme | National Curriculum | Key Knowledge | Key vocabulary | Outcomes |
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| At CCA we acknowledge that knowledge is not separate buckets of facts. We seek to build schema in children’s minds. Where appropriate knowledge of geography is taught within the context of History units in order to give children a deeper understanding of the impact of physical and human geography on the human condition. | | | | | |
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| **Year 1**  Who am I, who can I be and how do I belong? |  |  |  |  |  |
|  | Autumn 1  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. |
|  | Spring 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 |
|  | 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  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. |
|  | Spring 1  How can I look after the World around me and Save our sea? | * 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  Explorer  Endeavour  Earth  Equator  North and South hemisphere | I know the seven continents and the five oceans of the world.  I know how to draw and label a map. |
|  | 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  **Combined History Geography unit – The unit looks at how the environment and physical geography has impacted on human activity**  How did people survive in the Stone Age?  Autumn2:  How did the landscape influence people living in the Stone Age? | * human geography, including: types of settlement and land use | I Can describe how the physical geography Britain impacted on human activity. (stone age context)  I understand how natural events ie a tidal wave can change the landscape. | Travelling  Fossils  Climate  Boxgrove  Settlement  Tsunami  Tidal wave  Disaster  Environment  Glacial | I can describe the impact of climate on human activity  I can discuss how the changes in climate changed human activity.  I know how a tidal wave can impact on human activity  I can compare two settlements and find similarities and differences.  I Know how climatic events changed the physical landscape and human activity. |
|  |  | * 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 describe different types of communities.  I can describe the importance of farming as an economic activity.  I can compare two settlements and find similarities and differences. | farming,  solstice,  climate,  population,  urban,  rural,  settlement,  hamlet,  village,  Town  City  environment  Disaster | I Know how climatic events changed the physical landscape and human activity.  I know how to describe types of settlements.  I know how to find different types of land and objects on maps. |
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|  | Spring 1:  **Combined History Geography unit – The unit looks at how the environment and physical geography has impacted on human activity**  How did the environment and physical geography of the British Isles impact on the development of human settlements during the Bronze age?  Spring 2:  What was the Iron Age and are we able to find evidence in our Community? | * 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 use maps and aerial photographs to identify topographical features including hills, mountains, coasts and rivers  I can use maps and aerial photographs to identify land use and how this may change over time  I can carry out a field work study of a local area (Braken Hill evidence of iron age settlement) | Land use  country  Town/city  landscape  Direction  Settlements  Banks/ settlements | Maps identifying key geographical features  Report on field work study |
|  | Summer 1:  **Combined History Geography unit – The unit looks at how the environment and physical geography has impacted on human activity**  Who were the Ancient Romans and why did they come to Britain?  Summer 2  How did the Romans impact Britain? | * human geography, including: types of settlement and land use, economic activity including trade links | I can understand trade links | Hadrian’s wall  Trade | Maps identify trade links |
| **Year 4**  Are we stronger if we are together? | Autumn  **Combined History Geography unit – The unit looks at maps, settlements**  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 use a variety of maps in different contexts  I can use maps and aieral photographs to identify physical features  I can identify Northern European countries using a map  I can make links between the physical landscape and human activity | Hillfort  Norway  Sweden  Denamark  Kingdom | Maps showing Physical features of Northern Europe. |
|  | Summer  (links to Spring Term History Unit)  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 | A description of the differences and similarities between York and New York using knowledge and skills developed in this unit. |
| **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. |
|  | 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 resources within different locations.  Debate on climate change and how it affects us. |
| **Year 6**  How can individual people shape the world around them? | Autumn  Combined, science, History, RE and Geography unit  Darwin  How did Charles Darwin shape the world around him? | * A local study – Ilkley * 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 | To plot Darwin’s voyage identifying geographical places.  To describe the differences between Ilkley and Rio using graphs. |
|  | Spring  History and Geography combined unit  Egyptians and Mayans  How did Howard Carter and John Lloyd Stevens shape the 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 | A fact file on Biomes.  An information text on human activity around the river Nile |