Geography Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Understanding the World	● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Begin to understand the need to respect and care for the natural environment and all living things. ● Talk about the difference between materials and changes they notice. ● Continue to develop positive attitudes about the differences between people.	● Draw information from a simple map. ● Understand that some places are special to members of their community. ● Recognise some similarities and differences between life in this country and life in other countries. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them.	**<u>People Culture and Communities</u>** ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Nursery

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
Learning Overview	We will look at and talk about where we live and who we live with. We will describe our environment and in forest school name natural and man-made features. We will celebrate Diwali and Christmas, and understand why some people do this every year.							
Autumn **Who Am I?**	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about the difference between materials and changes they notice.	To be able to name some natural and man-made features in their discussions and in forest school. To be able to name the country their family is from.	What materials are natural? What materials are man-made? Where is your family from?	Wood is a natural material Plastic is a man-made material	Natural Man made			The Gingerbread Man Naughty Bus My First Seasons
			Possible misconceptions: God made everything We can make wood					
Learning Overview	We will celebrate Chinese New Year and Easter and understand why some people do this every year. We will be able to recall the Easter story. We will make simple maps of the playground. We will learn about religious cultures within our school and community. We will look at how to look after the natural world.							

Spring **Cycle A: Amazing Nature** **Cycle B: Ready Steady Cook**	Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people.	To make a simple map of the playground. To know how to look after nature during Forest Schools. To know that different celebrations occur in different cultures.	What is a map? How do we look after our natural world? What celebrations can you remember?	A map lets us follow a route. Christians celebrate Easter. Chinese New Year is celebrated by Chinese people.	Map Nature Celebration Easter			The Enormous Turnip The Odd Egg Errol's Garden The Very Busy Spider Bugs Little Red Hen George's Porridge
			Possible misconceptions: Chinese new year is celebrated on the 1st January					
Learning Overview	Look at a world map to see where our families come from. We will look at some nursery rhymes and learn one off by heart for our nursery rhyme recital.							
Summer **Cycle A: All Creatures Great and Small** **Cycle B:Land of Make Believe**	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	To locate the different countries their families come from on a world map. To compare photographs from different countries. To listen to and learn nursery rhymes.	Can you find the country your family are from on a map? What is different about England and Pakistan/India/Africa?	There are lots of countries in the world. England is a small country.	Country World England			Dear Zoo Nursery Rhymes Whatever Next The Train Ride On Sudden Hill
			Possible misconceptions: Misconceptions around the distance between countries and how you would need to travel to get there.					

Reception

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.							
Learning Overview	We will learn about and talk about where we live. Using Google Earth we will look at the UK and know that England is a part of the UK. We will know that the city we live in is Bradford and Penny Oaks is the school we go to. We will learn about religious cultures within our school and community. We will celebrate Diwali and Christmas, and understand why some people do this every year. We will be able to recall the Christmas story and perform this during our Christmas Nativity show. We will be able to say hello, goodbye and my name is in another Spanish.							
Autumn **Who Am I?**	Draw information from a simple map.	I can draw information from a simple map for their local area. I know we live in the	What city do we live in? What country do we live in?	Our city is Bradford and it is in England. Our school is built on the Penny Oaks farm site.	City Capital Site			Chapatti Moon The Gingerbread Man The Journey Home from

	Understand that some places are special to members of their community.	city of Bradford and Penny Oaks is our school. I know and understand that some places are special to members of their community. I can comment on experiences of a range of celebrations.	Where did our school get its name from? Which celebrations are important to you?	Different religions celebrate different festivals throughout the year.				Grandpa's The Wheels on the Bus Historical maps of the local area Google Earth
			Possible misconceptions: Children may think that festivals all happen at the same time of year Children may think Bradford is a country					
Learning Overview	We will celebrate Chinese New Year and Easter and understand why some people do this every year. We will be able to recall the Easter story. We will make simple maps. We will learn about religious cultures within our school and community.							
Spring **Amazing Nature**	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.	I can talk about the lives of people around them and their roles in the community. I can create a simple map of the school grounds and use symbols. I know that maps are used for directions. I can talk about different religions and celebrations.	What job would you like to have when you grow up? What symbols should we use on our map of the school?	People have many different jobs in our community. Symbols help us to recognise what is on a map.	Directions Community Symbols environment	Careers week		Jack and The Beanstalk The Very Hungry Caterpillar Mamma Panya's Pancakes Martha Maps it Out Google Earth
			Possible misconceptions: Children might think some jobs are just for girls and some are for boys					
Learning Overview	We will be able to locate our country on a world map and locate another country. We will talk about some similarities and differences between our country and others, including weather. We will explore hot and cold countries and name natural features.							
Summer **All Creatures Great and Small**	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	I know some things in the world are man-made, and some things are natural. I know some similarities and differences between life in this country and life in another country I can talk about different religions and celebrations.	Can you name some man made objects? Can you name some natural objects? How is the city of Mumbai different from Bradford?	Buildings are man made. Trees are natural. The city of Mumbai is built next to the sea	Natural Man made	Post a Letter		Oh Dear, Look What I Got Mr Gumpy's Outing Into the Wild Dear Zoo
			Possible misconceptions: Children may think all cities look like Bradford. Children may think that some natural things are man made and vice versa					

Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Castles The United Kingdom	Locational Knowledge- Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography- use basic geographical vocabulary to refer to: key physical features and key human features. 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.	Geographical Enquiry Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. Using Maps Recognise that it is about a place. Scale/Distance Use relative vocabulary (e.g. bigger/smaller, like/dislike) Map Knowledge Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Style of Map Picture maps and globes Find land/sea on globe. Direction/Location Follow directions (Up, down, left/right, forwards/backwards) Drawing Maps Draw picture maps of imaginary places and from stories. Representation Use own symbol on imaginary map.	<u>Map Skills</u> Children will locate the countries of the UK and their capital cities on a map Children will draw simple maps of the school and imaginary areas Children will create their own symbols for an imaginary map <u>Geographical Literacy</u> Children will describe human and physical features in the local environment around school Children will use relative vocabulary to compare countries in the UK	Where are the castles in the UK? What are the four capital cities of the UK? What four countries is the UK made up of? Which sea surrounds the UK? What are physical features? What are human features? Which country do we live in? Which city do we live in? What is the official name of the UK?	The biggest castle in England is Windsor Castle. The official name of the UK is 'The United Kingdom of Great Britain and Northern Ireland'. The UK is made of four countries which are England, Ireland, Scotland and Wales. King Charles III lives in London and is the King of the UK. The official London home of the King is Buckingham Palace. There are four different capital cities in the United Kingdom which are London - the capital of England; Edinburgh - the capital of Scotland; Cardiff - the capital of Wales and Belfast - the capital of Northern Ireland.	Capital City Town Village Beach Forest Hill Mountain Sea Ocean River Office Port Harbour	Visit to Skipton Castle English Heritage- Why is the UK important to them? How is it a part of their heritage? Heritage walk of locality RE Think Food Hydroponics	Introduction to British Values	In the Castle- Non-Fiction text. Floor Maps Digimaps English Heritage

		Perspective Draw around objects to make a plan. Using Maps Use simple picture map to move around the school.		**Possible Misconceptions:** Ireland and Northern Ireland are the same country. Ireland is part of the United Kingdom. Older human features have always been there.			
Oracy opportunities for Autumn term	Presentation of the four UK countries in teams (introduction to ignite speeches)							
Spring Eco warriors Geography of the World	Locational knowledge - name and locate the world's seven continents and five oceans 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	Geographical Enquiry Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information Using Maps Recognise that it is about a place. . Scale/Distance Use relative vocabulary (e.g. bigger/smaller, like/dislike) Style of Map Picture maps and globes	<u>Map Skills</u> Use a range of maps, atlases and globes to locate the five oceans <u>Fieldwork</u> Children will discuss how they can stop plastic pollution **<u>Asking Questions</u>** Why is there plastic on Leeds Road? **<u>Planning</u>** Go outside and look at the plastic on Leeds Road. Recap why plastic is a problem. **<u>Collecting Data</u>** Fill out a tally chart of how much plastic is on Leeds Rad.	What are the five oceans called? Where am I in the world? Where are the 5 oceans in the world?	What does earth look like from space? The five oceans are Arctic, Atlantic, Indian, Pacific and Southern.	Globe Atlas	Now Press Play Maps	Age: Dear Earth- Grandad is an explorer.	Atlases Floor Maps Globes Digimaps Dear Earth by Isabel Trotter

	Human and physical geography- use basic geographical vocabulary to refer to: key physical features and key human features.		<u>Analysing & Findings</u> Discuss why there is plastic on Leeds read e.g. residential area, take aways. <u>Geographical Literacy</u> Children will use relative vocabulary to describe the size and location of the oceans	**Possible Misconceptions:** The sea is an ocean. All oceans have the same physical features such as size and temperature.				
Oracy opportunities for spring term	**Opponents game** about the continents and oceans (2 opponents say facts about the given topic until one is out of ideas) Opponents game used as a lesson starter							
Summer Incredible India Comparing Goa to Bradford	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. 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	Geographical Enquiry Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Scale/Distance Use relative vocabulary (e.g. bigger/smaller, like/dislike) Style of Map Picture maps and globes	<u>Map Skills</u> Children will locate Goa on a map of India Children will identify hot and cold places on a map <u>Fieldwork</u> Children will use book and pictures to compare Goa and Bradford <u>**Asking Questions**</u> How does the weather in Bradford compare to the weather in Goa in one week? <u>**Planning**</u> Gather weather forecast in Goa and Bradford for one week. <u>**Collecting Data**</u> Collect Data in a table using weather icons for each day in the week. <u>**Analysing & Findings**</u> Record children presenting their findings as a weather report for Bradford and Goa <u>Geographical Literacy</u> Children will use basic vocabulary to refer to physical and human features of Goa	Where are the hot and cold places on a map? Where is Goa in India? What is special about this city? What are the features of Goa? Which animals live in Goa and how do they adapt to their climate? How is Goa different to Bradford?	The imaginary line around the middle of the Earth is known as the Equator. The countries closer to the equator are warmer and the countries further away are the coldest. Goa is India's smallest state. In Goa, you would find Indian civet, the sloth bear, the Indian porcupine, the pangolin, the slender loris and the mongoose.	Habitat Tropical Moist Climate Temperature Monsoon Vegetation Population State Equator		Religion, Tolerance: Visit to local temple	Atlases Floor Maps Globes Augustus and his Smile by Catherine Rayner Tad by Benji Davies
				Possible Misconceptions: All cities/towns/villages have the same features. It is always hot in India.				

			Children will be able to describe geographical features of Goa Children will use geographical language to discuss how some countries are warmer and some are colder				
Oracy opportunities for summer term	Class debate: Would our lives in UK be different if the weather was like in India?						

Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn **History of Flight** Continents of the World	**Locational knowledge** Name and locate the world's seven continents and five oceans **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 **Human and physical geography** use basic geographical vocabulary to refer to:	Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and the internet as sources of information. Make simple comparisons between features of different places. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Find land/sea on the globe. Use teacher drawn base maps. Use large scale OS maps.	<u>Map Skills</u> Children will use a range of maps, atlases and globes to locate the seven continents Children will label north, south, east and west on a compass <u>Geographical Literacy</u> Children will use geographical vocabulary to explain what a continent is Children will use locational and directional language to describe Amelia Earhart's route	What are the seven continents called? Which continent do I live in? Can I locate the seven continents on a map? What oceans did Amelia Earhart cross? What are the human and physical features of a continent?	The seven continents are Antarctica, North America, South America, Europe, Asia, Australia and Africa. Amelia Earhart crossed the Atlantic and Indian Oceans.	Compass Direction Continent	Aspirations- Wright brothers-first flight (determination and perseverance) Heritage walk of Locality	Amelia Earhart-female pilot	Emma Jane's Aeroplane I am Amelia Earhart. Taking Flight: How Wright Brothers Conquered the Skies Whoever heard of a flying bird Cherry Blossom and Paper Planes Kites Oddizzy BBC Bitesize Maps Atlases Globes
				Possible Misconceptions: A continent is a country. All continents are the same(size/population/culture).					

	Key physical features, including Key human features, including							
Oracy opportunities for Autumn Term	Discussion: What does the Earth look like from space?							
Spring **My Country- My City** Local Study	**Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and physical geography** Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Locate and name on UK map major features e.g. London, River Thames, home location, seas. Investigate their surroundings. Look at objects to make a plan view map. Follow directions (as yr. 1 and Inc. MSEW)	<u>Map Skills</u> Children will use maps and atlases to locate and name UK cities (including Bradford) Children will use maps and atlases to locate and name seas around the UK Children will use class agreed symbols to create a sketch map of Bradford <u>Fieldwork</u> Children will go on a walk around the local area (Leeds Road all the way to Alhambra theatre in the city centre and collect data and take pictures of the physical features identified in both areas. **<u>Asking Questions</u>** Are there more physical features on Leeds Road or in the city centre? **<u>Planning</u>** Looking at physical and human features **<u>Collecting Data</u>** Taking pictures of physical features on Leeds Road and in the city centre. **<u>Analysing & Findings</u>** Deciding which area has more physical features and why.	Where is Bradford on the map? What is an aerial view? Where is my house on the map? Where is West Yorkshire on the map?	The population of the UK is around 64 million Many small islands belong to the UK, such as the Isle of Wight. England has the largest population in the UK. Top 5 biggest Cities of the UK are London, Birmingham, Glasgow, Leeds and Manchester. London is the biggest city in Britain and Europe. Bradford is located in West Yorkshire.	County Map key Symbol Region	Now Press Play –UK Experiences: Walk around Bradford	Tolerance Religion Race	Oddizzy BBC Bitesize Seeds of friendship Invisible All Through the Night Small Mouse, Big CIty Beegu Historic England Education Maps Atlases Globes
				Possible Misconceptions: The United Kingdom is not part of Europe, as it is not attached to it. A key must include every detail on a map.				

	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.								
Oracy opportunities for Spring Term	Everyone's an expert (intro to ignite speeches): presentation on one of the UK's countries								
Summer **The Great British seaside** Seaside features and contrasting locations	**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 **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 **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)	Make simple comparisons between features of different places. Use NF books, stories, maps, pictures/photos and internet as sources of information. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas. Make appropriate observations about why things happen.	<u>Map Skills</u> Children will use maps to identify the UK coastline and plot coastal towns Children will use the compass points to identify the route to Filey on a map <u>Fieldwork</u> Children will discuss why people go to Filey Children will use books and photographs to compare Filey to Sharm-el-Sheikh **<u>Asking Questions</u>** Why do people live at the coast? **<u>Planning</u>** Gather ideas on what activities people do at Filey **<u>Collecting Data</u>** Give children a Bingo card and record what activities they can see. **<u>Analysing & Findings</u>** Teacher to give pupils activities in	What is the seaside? What are the human and physical features of the seaside? Why do people go to Filey? How is Filey different to Sharm-el-Sheikh? **Possible Misconceptions:** It is always warm in spring and summer in the UK. All beaches have sand.	Filey beach is 5 miles long The UK coastline is over eleven thousand miles in total In some countries, it is always nearly always hot or always cold.	Coast Coastline Shore Resort Promenade Cliff Human features Physical features Bay Shingle Pier	Trip to the Seaside – Filey Now Press Play -Maps RE Think Food Indoor garden Sum2 50 things: Walk barefoot in the sand 50 things: Skim stones	Tolerance: Single Father figure from Storm Whale	Oddizzy Maps Atlases Globes Little Turtle and the Sea The Storm Whale The Big Book of the Blue One World Dolphin Boy

	and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 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		Sham el Sheik. Children to create an attraction poster. <u>Geographical Literacy</u> Children will describe geographical features of the coast Children will use location language to describe the route to Filey Children will use geographical language to discuss the different weather patterns in Filey and Sharm-el-Sheikh				
Oracy opportunities for summer Term	Debate: If you could go on holiday which would you prefer Filey or Sharm – el - Sheikh						

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn **Who first lived in Britain?** Effects of human activities on the UK's landscape	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Begin to ask/initiate geographical questions. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Use letter/no. co-ordinates to locate features on a map. Know why a key is needed. Begin to identify points on maps A,B and C	<u>Map Skills</u> Children will use symbols and a key to identify features of Keighley and Oxenhope Children will draw a simple sketch map of a route walked in Keighley <u>Fieldwork</u> Children will use maps and photographs to analyse changes to the UK since the Stone Age Children will use maps and photographs to compare Keighley and Oxenhope	What are some physical features of the UK? How do human activities affect the UK landscape? What energy sources are used in the UK?	Since the Stone Age Human pollution has caused water levels to rise. Renewable energy sources produce less pollution which helps to protect the environment. Renewable energy provides us with cleaner air and water.	Rural Urban Landscape Renewable energy Non-renewable energy Coal Oil Gas Wind turbine Hydro energy Grid reference	Re-think food: SDGs: Affordable and Clean Energy Sustainable Cities and Communities Heritage walk of Locality	Race: Iqbal's Ingenious Idea	Iqbal's Ingenious Idea Atlas Digimaps
				Possible Misconceptions: There are no shops in rural areas. There is no green space in Urban areas. Solar panels only work when it is sunny.					

	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 Use the four points of a compass and four-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	Begin to draw a sketch map from a high view point. Try to make a map of a short route experienced, with features in correct order. Try to make simple scale drawing.	**Asking Questions** Why is there so much air pollution in Urban areas? **Planning** Look at different land use maps **Collecting Data** Children to walk through Keighley town centre identifying things that are environmentally friendly and non-environmentally friendly and draw these on a map. Children to use a key. **Analysing & Findings** Children to design a sustainable town Geographical Literacy Children will describe key physical and human features in urban and rural areas Children will some of the arguments put forward in relation to green energy Geographical Numeracy Children will use letter/no. co-ordinates to locate energy sources on a map				
Oracy opportunities for Autumn term	Debate: Should UK only use renewable energy sources?						

Spring **Here, there and everywhere** Latitude, longitude, climate zones and biomes	Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones. Use the four points of a compass and four-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 Describe and understand key aspects of physical geography including climate zones and biomes.	Use NF books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Use letter/no. co-ordinates to locate features on a map Begin to collect and record evidence Begin to ask/initiate geographical questions Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Begin to identify points on maps A,B and C Begin to use junior atlases.	<u>Map Skills</u> Children will identify and describe the geographical significance of latitude and longitude, Equator, hemispheres, Tropic of Cancer & Capricorn and Arctic and Antarctic Circles <u>Geographical Literacy</u> Children will use locational language to describe the location of different biomes Children will use geographical language to describe geographical features of different biomes <u>Geographical Numeracy</u> Children will use letter/no. coordinates to locate countries on a world map Children will use numerical/comparative data to gather information about different biomes	What are the lines of latitude and longitude? Why do countries have different climates? Why do we have different time zones? What is a biome? What are the characteristics of polar region biomes? What are the characteristics of desert biomes?	Lines of latitude and longitude are invisible lines on the earth which help us to identify places on the world map. The equator is the closet part to the sun. Countries above the equator are part of the Northern Hemisphere. Countries below the equator are part of the Southern Hemisphere. Examples of biomes include rainforests, forests, oceans, grasslands, savannahs, polar regions and deserts.	Latitude Longitude Northern Hemisphere Southern Hemisphere Tropics Polar Regions Biome Desert	Aspirations – Greta Thunberg	Race, disability Emmanuel Ofosu Yeboah – Sex & Age Greta Thunberg-	Once Upon a Snowstorm Emmanuel's Dream There's a Rang Tang in My Bedroom Greta and the Giants
				Possible Misconceptions: All deserts are hot. The Arctic and Antarctic are the same place. Countries outside of the tropics are always cold.					
Oracy opportunities for spring term	Ignite speech on a biome of their choice								
Summer **Greeks**	Locate the world's countries, using maps to focus on Europe	Use NF books, stories, atlases, pictures/photos and internet as sources of information.	<u>Map Skills</u> Children will find the UK and Greece on a range of maps and atlases	What are the similarities between Bradford and Athens?	Greece is one of the most mountainous countries in Europe.	Aerial photograph Oblique photograph Boundary Scale ratio	Walk around Bradford	Tolerance – identifying the different places of worship in Bradford	Cinderella of the Nile Atlas Digimaps

Comparing a UK city with a European city	(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use the four points of a compass to build their knowledge of the United Kingdom and the wider world 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.	Investigate places and themes at more than one scale Begin to collect and record evidence Use standard symbols. Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Use large scale OS maps. Use 4 compass points to follow/give directions: Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Children will use symbols and a key to identify features of Athens Children will use the 4 compass points to plot a given route <u>Fieldwork</u> Children will use a range of sources to compare and contrast the UK and Greece, as well as Athens and Bradford Children will use observational skills to complete a survey of human features in the local area **<u>Asking Questions</u>** How does the land use compare in Bradford and Athens? **<u>Planning</u>** Children to suggest what types of retail, and commercial places might be in the area. **<u>Collecting Data</u>** Children to take a walk around the local area and look for retail, social and commercial places. They will create a bar chart to show what places they have identified. **<u>Analysing & Findings</u>** Teacher to give children a street in Athens. Using Digimaps, children compare their findings. <u>Geographical Literacy</u> Children will use geographical vocabulary to describe geographical features in the UK and in Greece Children will describe key aspects of physical and human features of the UK and Greece	What are the human features of Greece? What are the physical features of Greece?	The capital city of Greece is Athens.				
				Possible Misconceptions: North is always the way that you are facing. A map will always include both physical and human features.					

			Children will understand locational language to follow a given route <u>Geographical Numeracy</u> Children will record the different human features identified in a tally chart				
Oracy opportunities for summer term	Discussion: Is Athens a better city than Bradford?						

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn **Our magical city** Local Settlements - Saltaire	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 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.	Ask and respond to questions and offer their own ideas. Collect and record evidence with some aid Make a map of a short route experienced, with features in correct order; Draw a sketch map from a high view point. Begin to identify significant places and environments Use large and medium scale OS maps. Make a simple scale drawing. Use 4 compass points well: Begin to use 8 compass points;	<u>Map Skills</u> Children will use symbols and a key to identify features of Saltaire Children will draw a sketch map of a route walked in Saltaire Children will use 4 and 8 compass points to recall their route walked around Saltaire <u>Fieldwork</u> Children will consider why Sir Titus Salt choose to build his factory in Saltaire Children will use observational skills to complete a survey of human and physical features in Saltaire. **<u>Asking Questions</u>** Can you plan a safe route from the train station to Salts Mill? **<u>Planning</u>** Recap human and physical features.	Why did Titus Salt choose to build a factory in Saltaire? What are the human and physical features of Saltaire? What is a sketch map?	Salts Mill is built on a canal that connects Saltaire to Leeds and Liverpool. Sketch maps are simple drawings of the landscape. Sketch maps may be shown as a bird's-eye view or as a drawing of the horizon.	Trade Canal Fieldwork Sketch Map Birds Eye View	Experiences – Visit Saltaire Heritage walk of Locality 50 things: play conkers		Maps Atlases English Heritage
				Possible Misconceptions: Canals are not made by humans and are physical features. A canal is the same as a river. All maps use the same symbols.					

		Use letter/no. co-ordinates to locate features on a map confidently. Follow a route on a large scale map. Know why a key is needed. Begin to recognise symbols on an OS map.	**Collecting Data** Walk around Saltire look for human and physical features on their route e.g important landmarks. **Analysing & Findings** Sketch map Geographical Literacy Children will use locational language to explain their route around Saltaire Children will describe key aspects of physical and human features of Saltaire Geographical Numeracy Children will use letter/no. co-ordinates to locate Saltaire's key landmarks on a map Children will use graphs and charts to present their findings regarding human and physical features in Saltaire				
Oracy opportunities for Autumn Term	Discussion: What area do you like the best in Saltaire?							
Summer **The Great Escape** Volcanoes	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 physical geography, including: climate zones, biomes and vegetation	Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Map Skills Children will find the UK and Italy on a range of maps and atlases Geographical Literacy Children will use geographical vocabulary to describe geographical features in the UK and in Italy Children will describe key aspects of physical and human features of the UK and Italy Children will use geographical language to describe features of a	What are the similarities and differences between the United Kingdom and Italy? How is a volcano formed? What happens when a volcano erupts?	A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. Volcanoes can look like mountains or small hills, depending on what type they are. Hot liquid rock under the Earth's surface is known as magma, it is called lava after it comes out of a volcano.	Volcano Tectonic Plate Erupt Magma Lava Crater Vent Conduit Magma Chamber	RE Think Food Indoor garden		Maps Globes Aerial and oblique photographs Atlases

	belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locate places on large scale maps, (e.g. Find UK or India on globe) Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	volcano and explain how they are formed <u>Geographical Numeracy</u> Children will use numerical/comparative data to gather information about the climate in the UK and Italy	**Possible Misconceptions:** Volcanoes are only found on land. Volcanoes are only found in hot climates. All volcanoes erupt violently.			
Oracy opportunities for summer Term	Discussion: Is Italy a better country than the UK?						

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn **Adventures** Mountains	Pupils should be taught to: 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	Identify significant places and environments. Begin to suggest questions for investigating. Investigate places with more emphasis on the larger scale; contrasting and distant places. Compare maps with aerial photographs. Begin to use atlases to find out about other features of places	<u>Map Skills</u> Children will select appropriate maps to find and plot mountain ranges on a map <u>Fieldwork</u> Children will compare life in the UK to life in the Kumaoni region. **<u>Asking Questions</u>** Why do people climb high land areas? **<u>Planning</u>** Recap what mountains and hills are. Gather ideas on what they think people might do in Ilkley? **<u>Collecting Data</u>**	What is a mountain and how are they formed? Where in the world are mountains and mountain ranges? Why do people climb mountains? What was the most famous mountain expedition? Where do the Kumaoni people live? How is the life of a Kumaoni child different from mine?	Any land mass that rises 1,000 feet above the surrounding area is considered a mountain. Volcanic mountains are made from ash and cooled lava. The islands of Hawaii are actually volcanoes The highest mountain in the world is Mount Everest in Nepal – it's 8,850 metres high. The tallest mountain in the world is Mauna Kea in Hawaii, USA – its base is below sea level, and when you measure from base to summit it's over 10,000 meters tall.	Geologist Geographical Features Summit Valley dormant Expedition Erosion Gully Sea-level Base Face ridge	Heritage walk of Locality Cow and Calf Walk 50 things: Meditate	Tolerance	Atlases Digi-maps

		Use index and contents page within atlases. Select a map for a specific purpose.	Children to visit Ilkley Moors and gather data on what they can see people doing e.g Walkers, picnic. **Analysing & Findings** Teacher to give children information on what the people in the Kumauni areas were doing near the mountains. Children compare the two areas. Geographical Literacy Children will use precise geographical language to describe features of a mountain and explain how they are formed Children will discuss whether a photograph or aerial map is a better representation of a mountain range.		In 1910, the Glacier National Park in Montana in the United States was filled with approximately 150 glaciers. When the glaciers were recounted in 2017, this number had dropped to 26. The Kumaon region is full of mountain ranges. It is a place of attraction for tourists from all over the world.				
				Possible Misconceptions: Mountains and hills have the same physical features. Big hills are also mountains.					
Oracy opportunities for Autumn term	Group oral presentation: Famous mountain expedition.								
Spring **Beautiful Britain** UK Geography	Pupils should continue to; Develop an understanding of human and physical geography to describe and understand key aspects of the physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Look at 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.	Collect and record evidence unaided. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Begin to use 4 figure co-ordinates to locate features on a map. Use 8 compass points. Draw a sketch map using symbols and key.	Map Skills Children will select appropriate maps to plot key features and demonstrate their knowledge about the UK Children will use 8 points of a compass to plan a route with the local area Children will draw a sketch map using symbols and a key of a route taken in the local area Geographical Literacy Children will understand and describe key aspects of human and physical geography in the UK Geographical Numeracy Children will complete a	What is the commonwealth? Which countries have a monarch? How many regions are there in Britain? Why do people move to different areas? Why do people come to live in the UK? What are some popular tourist destinations in the UK?	What are some of the UKs most famous landmarks? The current population of London, England's capital city, is 9.54 million. There are hundreds of landmarks in the UK. The oldest – Knap of Howar – was built in 3700BC.	Commonwealth Migration Immigration Landmark Stream Waterfall Lake Moorland Gorge	RE Think Food Leeds urban farm	Tolerance Race Religion	Compasses OS Maps Census Atlases
				Possible Misconceptions: All countries have a monarch. All of the UK's popular tourist destinations are in London.					

		Draw a plan view map with some accuracy Use and recognise OS map symbols Find/recognise places on maps of different scales Use index and contents page within atlases Use medium scale land ranger OS maps Measure straight line distance on a plan	bar chart showing the popularity of different areas in the UK	It doesn't matter what order you say the directions on the 8 point compass e.g. west south instead of south west				
Oracy opportunities for spring term	Individual presentation: Tell the class about a Monarch (post 1066) of your choice.							
Summer **The Industrial Age** Land use and settlements	Extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	Begin to use primary and secondary sources of evidence in their investigations. Analyse evidence and draw conclusions. Select a map for a specific purpose. Use index and contents page within atlases	<u>Map Skills</u> Children will use a range of modern and historical maps to compare Bradford during the Industrial revolution to now <u>Fieldwork</u> Children will use primary and secondary sources of evidence to consider why the population of the UK has increased **<u>Asking Questions</u>** How have jobs in Bradford changed? **<u>Planning</u>** What jobs are their in Bradford City Centre. **<u>Collecting Data</u>** Children to go for a walk in Bradford City Centre and look at building use. **<u>Analysing & Findings</u>** Compare jobs and building use from the Industrial age to Bradford now.	How did the railways affect trade during the Industrial Age? What caused the spike in population during the Industrial Age? What is the difference between a primary and a secondary source? How did Bradford's landscape change over the course of the Industrial Revolution? What effect did the Industrial Age have on climate change?	In 1830 Robert Stephenson implemented the first ever passenger service in the world, which took travellers from Canterbury to the seaside town of Whitstable 6 miles away. In 1863 the first underground service was built, connecting London Paddington to Farringdon. Before the Industrial Revolution, Bradford was a small market town with a population of 4500. By 1850, the population had grown to 103,000. Human geography is the branch of geography that is associated and deals with humans and their relationship with communities, cultures and economies.	Scale ratio Economy Trade link	Trip to Bradford Industrial museum		Secondary and primary sources Old maps of Bradford Atlases Compasses
				Possible Misconceptions:				

			<u>Geographical Literacy</u> Children will consider the accuracy and reliability of primary and secondary sources when making conclusions <u>Geographical Numeracy</u> Children will use 4 figure coordinates to compare population pre and post industrial revolution Children will interpret basic patterns and trends with numerical data to explain the rising population	All maps look the same and hold the same information. Primary sources are more reliable that secondary sources.			
Oracy opportunities for summer term							

Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn **Fighting Fit** Grid references and Compass mapping	<u>Geographical skills and fieldwork</u> use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. <u>Locational knowledge</u> 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	Confidently identify significant places and environments Use OS maps. Follow a short route on an OS map. Describe features shown on an OS map. Locate places on a world map. Confidently use an atlas. Use Atlas symbols. Recognise world map as a flattened globe. Draw a sketch map using symbols and a key;	<u>Map Skills</u> Children will independently select appropriate maps to plot key features and demonstrate their knowledge about the UK Children will recognise ordnance survey (OS) symbols and use these to infer information from an OS map Children will use the 8 points of a compass to explain the movement of allied and axis troops during WW1 & WW2 <u>Geographical Literacy</u> Children will use locational language to	Why do we use the symbols on maps that we do? How do you identify physical features on a map? What is an Ordnance Survey map? How many points does a compass have?	What is the difference between four and six figure co-ordinates? How has Europe changed since 1941? Ordnance survey has been mapping the UK for over 230 years. The four categories of human geography are: Culture, economy, politics and government. During conflicts boundaries of countries change. This can lead to new regions or a creation of a new country.	Index Ordnance survey Relief Digital mapping	Outdoor orienteering challenge Heritage walk of Locality Now press play – World War 2	Race: Catherine Black (nurse)	OS maps Atlases Globes World maps Aerial photographs
				Possible Misconceptions: The border of a country will always remain the same.					

	regions, key physical and human characteristics, countries, and major cities.	Draw a plan view map accurately. Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	describe movement of people during WW1 & WW2 Children will use precise geographical vocabulary to describe changes in human geography on a global level since WW1 & WW2 <u>Geographical Numeracy</u> Children will use graphs and interpret basic data patterns and trends within numerical data to draw conclusions about the change in population before and after WW1						
Oracy opportunities for Autumn Term									
Spring **Journeys** Canals, reservoirs, rivers and the water cycle.	<u>Human and physical geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use atlases to find out about other features of places. (e,g mountain regions, weather patterns.)	<u>Map Skills</u> Children will use a range of sources to locate the River Nile and follow its journey through Africa <u>Fieldwork</u> Children will use observational skills to study, record and present the geography of the River Wharf in Ilkley and compare with the River Nile Children will use primary and secondary sources of evidence to consider why the River Nile is important. **<u>Asking Questions</u>** Are we at risk of flooding? **<u>Planning</u>** Where is the River Nile? **<u>Collecting Data</u>**	How do canals go up and down hills? Where was the first canal? How can we reduce water pollution? How many rivers are there in the UK? Where are the major rivers of the UK located? Where is the River Nile? **Possible Misconceptions:** All rivers flow south. The branch of a river flows away from the mainstream. Rivers are only in rural areas.	How long is the river Nile? The river Nile is 6,650 km long and runs through 11 countries. A river is defined as fresh water flowing across the surface of the land usually to the sea. The biggest river in the UK is the River Severn. It is 330km long. Rivers are built up of an upper, middle and lower course. Flooding occurs when there is too much water for the ground to absorb and surface run off overflows the normal river channel.	Tributary Confluence Meander Mouth Erosion Infiltration Run off Surface Source absorb	RE Think Food Hydroponics Sustainable production/ Consumption Water Quality Visit from STEM scientist pollution Now press play – water cycle, climate change Trip to the River Wharf in Ilkley 50 things: Climb a tree		Primary and secondary sources Atlases Historical maps

		Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Children go to our local River and create a field sketch. **Analysing & Findings** Give pupils information about the River Nile. Children to compare both rivers e.g. settlement, size. Geographical Literacy Children will use precise geographical language to describe features of a river Children will analyse the accuracy and reliability of primary and secondary sources when making conclusions Geographical Numeracy Children will use pie charts to record the rainfall during the Egyptian year				
Oracy opportunities for spring Term							
Summer **Back to our roots** Settlements	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	Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. Use 8 compass points Use 6 figure co-ordinates confidently to locate features on a map. Use a scale to measure distances. Draw/use maps and plans at a range of scales.	Map Skills Children will use a wide range of sources (maps, atlases, internet) to identify key human and physical features of York Children will use atlases to identify where Vikings were from and where they visited **Asking Questions** How does the land use of modern-day York compare with that during the Viking era? **Planning** Look at different land use and historical maps. **Collecting Data** Children to take a walk around the walls of the city on during the Jorvic visit upon return they	What dictates a places climate? What is fieldwork? Where did the Vikings trade? Which countries did the Vikings visit? Who invented the 6-figure grid reference? Which countries did the Vikings come from? **Possible Misconceptions:** Scandinavia is one country. The Vikings wore horned helmets. Vikings were all blood thirsty warriors.	Physical geography is the study of how the earth was shaped and the animals and plants that inhabit it. Vikings did not use maps. They used the position of the sun and stars to navigate. A six-figure grid reference indicates 100m^2 area on the ground.	Trade Field work Influences Topography Contours Human process Physical process	Trip to Jorvik Centre		Digi maps Compasses Atlases Globes

	distribution of natural resources including energy, food, minerals and water		will label this on a map. Children to fill in a key. **<u>Analysing & Findings</u>** Children to present findings to the class as part of a presentation and recount of the visit. <u>Geographical Literacy</u> Children will describe understand and describe key aspects of human and physical geography in York Children will use precise geographical vocabulary to describe local geographical features as well as those on a wider global level <u>Geographical Numeracy</u> Children will use 6 figure grid references to identify geographical features of York				
Oracy opportunities for summer Term							