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|  | **Cycle A** | **Year N / R Autumn Term – All About Me**  **Out and About Geography enquiry** | **Year N / R Spring Term -Winter**  **Natural world investigation – Mapping My World (Links to weather topic)** | **Year N / R Summer Term-Summer**  **Weather and Seasons investigation** | **Year 1 / 2 Autumn Term 1**  **Why does it matter where my food comes from?** | **Year 1 / 2 Autumn Term 2**  **Where in the world is home for Denise and how does it compare with where I live?** | **Year 1 / 2 Spring 2**  **Why do we love being beside the seaside so much?** | **National Curriculum** |
| **Geography** | Human and Physical | Children should know the difference between the physical and human features of places  Children should be able to identify some of the physical and human features of the school grounds.  Children should be able to name in simple terms some of the physical and human features of their locality | Know the difference between human and physical features they see.  Recognise and talk about natural features they observe and like the most.  Children should be able to identify and name things they see on their journey to school and say where it is a human or physical feature of their environment  Children should recognise that some features of the environment are permanent while others move around. | Know that there are different types of weather.  Know that the weather changes across the year  Know that extremes of weather can damage the environment  Children can identify different types of weather | Children should begin to refer to features that are part of the natural environment as **physical**features, and features that have been created by people as **human**features.  Know that food comes from plants and animals.  A farm is an area of land and its buildings which are used for growing crops and raising animals.  A dairy farm is a farm that keeps herds of cows to produce milk/ to be sold as milk and other products | Further encourage use of geographical vocabulary – human features and physical features – pupils should be able to name different human and physical features of Ouston.  Know that volcanoes are a human feature.  Know that the blue on the globe represents seas and oceans.  Understand that three quarters of the world is made up of seas and oceans and only a quarter land.  Know that we have seven continents and five oceans.  Recognising landmarks – naming human and physical features of the seven continents  Identify seasonal and daily weather patterns at the Equator, North and South Pole. | Continue to consolidate use of vocabulary ‘human and physical features.’  Use language urban, rural and coast and describe each in simple terms.  **Urban** –anything found in large towns and cities. **Rural –**anything linked to places in the countryside. **Coast** – the boundary where the land meets the sea.  Children should recognise that that places and environments do not neatly demarcate themselves one from another!  Children should be able to classify objects / creatures as ‘alive,’ ‘once alive but now dead,’ and ‘never alive.’  Children should know that most of the non-living material found at the beach is pollution. They should understand ways that people can pollute and negative impact seaside environments – eg. leaving rubbish after a picnic.  Know that the average time for a single plastic bottle to fully **degrade** is 400 years.  Children should know that oceans are a much larger expanse of water than the sea. | - 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   - 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 |
| Locational knowledge | Children should know that they live in a country called the United Kingdom |  |  | Name and locate Devon on a map.  name, locate and identify Australia on a map – begin to understand the distance between the UK and Australia in terms of kilometres.  Identify Costa Rica on a map and know that the climate of Costa Rica is hot and wet. | Know that the word location means the position of something in the world.  Name and locate the world’s seven continents and five oceans.  Use language temperate, tropical and polar and describe in simple terms.  Know that the UK has a temperate climate and that Soufriere has a tropical climate.  Locate the equator on a globe and use maps to name some of the countries around the equator. Know that countries in this region tend to have a tropical climate.  Children should be able to name the four nations of the United Kingdom and know the reigion in which they live. | Children should know that every 12 hours the sea level rises and falls in a cycle known as ‘the tides.’  Understand that creatures living in rock pools are well suited to life there. Children should use the word ‘adapted’ when considering this. | - 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 |
| Fieldwork | Children should know that a globe represents the Earth  Children should be able to distinguish land and sea on a world map and globe.  Children should be able to locate some features of the school grounds on a simple outline plan  They should be able to recognise some of these features on Google Earth images of the locality.  They should be able to identify some of these features of the locality on Google Street View. | Visit to local nature trail.  Children should be able to recognise a map and know what a map is and recognise some symbols used on maps.  They should be able to talk about some of the things that they can see on a map.  Children should be able to draw their route to school and talk about some of the features that they pass.  Children should be able to recall the order of in which things that are important to them along their journey are passed | Visit to Whitehouse Farm –Use Google Earth before visit to identify key human and physical features of the farm.  Draw maps of the farm including key features. | Devise a simple route map – for cheese to travel from Devon to Australia by ship ~ know that ‘trade’ means selling out and buying in.  Plan Perspectives – aerial views of locations of local shops and supermarkets that the children have visited or may be familiar with. | Use world maps and globes to identify UK  Identify location of Equator, North and South Pole  Identify location of world’s seven continents and five oceans  Simple Compass directions (N,E,S,W) | Recognise physical features of a coastline.  Understand that habitat means the place where plants and animals find the food, water and shelter they need to live  Work along a strand line to observe and tally living, was once living, and never living, things found.  Name and locate the seven continents and five oceans.  Children should have some understanding of the North Pole and the South Pole and point to each on a globe. | - 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   - 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. |
| Place Knowledge |  | Children should be able to draw a simple map of the school grounds showing the location of some of the natural and human features. Some children may be able to use a simple key by differing the colour of the human and physical features.  Children should learn through investigation which animals visit the school, particularly overnight. | Children should be able to name some sea animals creatures and say whether they would be found in rock pools – classify rock pool creature or nnon rock pool creatures.  Children should know that the sun travels – using sticks as a sundial. | Devon is well suited to dairy farming because it is generally warmer and wetter throughout the year than most places in the UK – perfect conditions for the growth of rich grass pasture  Understand that foods are transported across the world and know that only one of the country’s five favourite fruits are grown in Britain.  The climate of Costa Rica is hot and wet.  Sugar comes from sugar beet and is grown in the UK. | Know that the temperatures in Soufriere are much hotter than in Durham.  Know that volcanoes can be found in Saint Lucia.  Understand geographical similarities and differences between size of different continents |  | - 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 |
|  | **Cycle A** | **Year 3/ 4 Autumn Term 2**  **Why do some earthquakes cause more damage than others?** | **Year 3/ 4  Spring Term 1**  **How can we live more sustainably?** | **Year 3/ 4 Summer Term 2**  **Why are jungles so wet ad deserts so cold?** | **Year 5/ 6 Autumn Term 1**  **How do volcanoes effect the lives of people living on Hiemaey?** | **Year 5/6 Spring 2**  **Why is Fairtrade Fair?** | **Year 5/6 Summer 2**  **Who are Britain’s National Parks for?** | **National Curriculum** |
| **Geography** | Human and Physical | Children should understand that the magnitude of an earthquake is measured using the Richter scale.  Know that the outer layer of the Earth is called the crust and is broken into huge blocks called plates.  Earthquakes tend to occur mostly along the cracks or boundaries all around the world where one plate meets another.  Understand that earthquakes are a form of natural disaster and should understand devastation that earthquakes can cause.  The plates of the Earth are not stationary but move very slowly in different directions.  Children know that earthquakes happen every day across the world. Earthquakes that measure low on the Richter scale are not felt by humans and are only detected using sensitive scientific recording instruments.  Children know that where an earthquake happens contributes to how much damage is caused. They understand that richer countries typically experience less devastation from earthquakes that poorer countries.  Children understand that most volcanoes tend to occur where volcanoes are frequent.  Red-hot liquid rock called magma rises up through cracks in the rocks of the Earth’s crust and erupts out onto the surface as lava. The biggest cracks are where one block or plate of the Earth’s crust meets another, such as between the Pacific Plate and Indo-Australian Plate through the centre of New Zealand. | Understand that sustainability is about living in a way that improves quality of life, without damaging the environment.  Know that Renewable energy from a source such as wind that is never used up (infinite) Non-renewable energy from a source such as oil which will eventually be used up (finite)  Children know that solar energy is energy received from the sun. They should understand that it cannot be used directly so we have to convert it into other forms of energy. Solar panels convert sunlight into electricity for us. This is sustainable  Wind turns the blades of the turbine, which spins a shaft that connects to a generator to make electricity. Another renewable and sustainable form of energy.  Understand that some people and organisations oppose the building of wind and solar farms.  Know that fossil fuels are non-renewable and not sustainable.  Know that human created greenhouse gasses contribute to global warming – they should know that this is the main disadvantage of using fossil fuels to generate electricity.  Children recognise that in the UK the main sources of energy have changed since 2015, They should recognise we are collectively taking steps to love more sustainably.  Children can recognise that solar cookers can improve the lives of some of the poorest people in the world. | Children should be able to Describe in simple terms 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.  Children should understand that weather is the conditions of the atmosphere including temperature, rainfall, cloud cover, wind strength and direction at one moment in time.  Children should understand that climate is the average pattern of weather that a place receives over 30 years.  Children should be able to recall prior learning their understanding of temperate. They should learn that the UK has a temperate climate. | Children should be able to describe physical geography is as the natural environment of a place and human geography as the presence of people and how the way in which they live interacts with that natural environment e.g. they build towns and cities, create farms and fish the seas and oceans.  Children should recap their prior knowledge from LKS2 of what a volcano is, how they form and how they affect the lives of the people living in the surrounding areas, Recap link between volcanos and earthquakes and recall knowledge of the Earth’s crust and plates.  Children should know that a volcano is an opening in the Earth’s crust that allows red hot (molten) liquid rock from beneath the crust to reach the surface.  Children should understand and correctly use the following vocabulary- molten rock, lava, destructive and creative.  Children should know that along with lava, volcanoes also release gases, ash and rock.  Know that Archipelago is a geographical term for a group, chain, cluster or collection of islands  Children should be able tp describe the physical landscape of Hiemaey They should be able to make some comparisons between the physical landscape of Heimaey and what occurs at their own home.  Know that climate refers to the average weather conditions of a place, particularly temperature and precipitation.  Know that as far back as AD874 up to 60% of Iceland would have been covered in trees. Humans have brought about change to the natural landscape – link to prior knowledge of the Vikings settling in Iceland after leaving Britain.  Children should know that Heimeay is the windiest place in Iceland.  Children should know that the landscape of Heimaey has changed overtime and should be able to recall conclusions reached from evidence presented as to how volcanic eruptions have brought change. | These topics are currently being updated and the key knowledge will be added soon | These topics are currently being updated and the key knowledge will be added soon | 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. |
| Locational knowledge | Be able to name the continents and locate New Zealand on a map. Know that New Zealand is in the continent of Australasia.  Children should be able to locate the city of Christ Church on a map of New Zealand.  Children should be able to explain why New Zealand has so many earthquakes. | Name the continents and locate Nepal on a map. Identify the continent in which Nepal is in. | Know that rainfall inEngland is heavier in the west and north and decreases the further east youb travel.  winds that travel across the UK come in a south westerly direction in both winter and summer. As the wind travels to the UK they blow over the Atlantic ocean. As they blow for thousands of kilometres over the Atlantic Ocean, the prevailing winds absorb a lot of moisture which then falls as rain when they reach the UK – most falls on the land they meet first (the west) and consequently less rain falls to the east | Children should be able to name some countries within Europe and their capital cities.  Children should be able to locate Iceland on a map. |  |  | 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.  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 ♣ 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) |
| Fieldwork |  | Children can identify areas of sustainability energy; litter; waste; water; transport, healthy living; biodiversity; school grounds; global perspective; green procurement and pupil participation. Through collecting, recording and displaying data they should be able to suggest ways in which we can live more sustainably within out school.  Children can plan a journey | Children should be able to 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.  Using maps children should be able to locate their home settlement.  The should understand that Ouston is in the North East of England and be able to identify North, South, East and West on a map of the UK. | .Children should know how to use an atlas to find countries within continents and how to find the capital cities of the countries.  Children should be able to use maps to identify archipelagos within Europe. They should retain some names of examples such as the Balearics with which many will be familiar. |  |  | ~ 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  ~ 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. |
| Place Knowledge | Children should know that earthquakes occur frequently in New Zealand in both the north island and the south island.  Know that the country of New Zealand sits right on top of the crack between one plate and another.  In New Zealand the Indo-Australian Plate and Pacific Plate are crashing into each other head on.  Children should understand that when one plate plunges below another in this way the rocks are forced to bend and  plates crash into each other in this way they grind against each other. When the rocks ‘stick’ together, huge stresses build up until they slip apart causing massive amounts of energy to be released as they do so. The surface of the Earth above is shaken or ‘quakes’, thus earthquake. | Know that in Nepal, many people rely on agriculture for work and income.  Nepal is one of the poorest countries in the world and much of Nepal’s population do not have electricity. | The UK has a temperate climate. Understand that even in a small country like the UK the climate of one place can be very different to the climate of another.  Children should use prior knowledge of the equator to suggest why the North of the UK is colder than the South of the Uk. | Know that Hiemaey and explain that Hiemaey is the largest of the 15 islands of Vestmannaeyjar and the only one of the archipelago on which people live  Children should know that the land surrounding the pacific ocean is referred to as the Pacific Ring of Fire and has a total of 452 active volcanoes.  All but three of the world’s 25 largest volcanic eruptions of the last 12 000 years have occurred at volcanoes in the Ring of Fire. |  |  | 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 |