	Year 2022-2023	Subject: Geography					
Other Curricular goals **"Everything is possible if you believe"** Throughout all our learning we actively encourage each child to reach their full potential by living out the gospel virtues. **Virtues :** **Year A** Respect/Courtesy Hope Faith Charity Resilience Honesty **Year B** Thankfulness/Gratitude Patience Simplicity Forgiveness Kindness Service	**Curricular goal:** To equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.						
	Component: Know the location of specific places in the world; both on land and at sea						
		EYFS Expected	**Year 1 Expected**	**Year 2 Expected**	**Year 3 Expected**	**Year 4 Expected**	**Year 5 Expected**	**Year 6 Expected**
	UK and Local Area **Year A**	**Me and My World** **Term 1** Can talk about the features of their own immediate environment. Eg. Home/School. Can express what they have learned about the features of their own environment using a variety of (creative) media. **Once Upon a Time** **Term 2** Can talk about their locality . Eg. Local community landmarks. Can make observations of features of own locality. Can relate observations to themselves. *To know different languages are spoken around the world*	**What is it like here?** Know about the local area, and name and locate key landmarks. Locate them on a map using images or drawings. **What is the weather like in the UK? And What is it like to live by the coast?** Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map Locate them on a map using images or drawings.		**Compare North America and York** To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK.		**Compare Amazon delta and coastline with the estuary at Whitby** Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.	
	Year B		**Why is our world wonderful?** Using an atlas to locate the four capital cities of the UK. Identify and locate characteristics of the UK on a map.		**UK Regions and Counties.** Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to		**Types of settlement and land use in Yorkshire.** To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.	

				your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. Can locate and describe some human and physical characteristics of the UK. Can recognise broad land-use patterns of the UK	Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.
	The World and Continents **Year A**	**<u>Once Upon a Time</u>** **Term 2** To know that the Earth is in Space. **<u>Changes Over Time</u>** **Term 3** Know that they live in England. To know the world is the Earth and all life on it.	**What is it like to live in Shanghai?** Name and locate the 7 continents on a world map. Know which continent we live in.	**North America** Can locate some countries in North America on a map or atlas. Can relate continent, country, state and city, and identify states in North America using a map.	**The Amazon** Can locate some countries in South America on a map or atlas. Can locate cities, countries and regions of South America on physical and political maps. The pupil can describe key physical and human characteristics and environmental regions of South America. Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
	Year B		**Would you prefer to live in hot or cold places? (previously Continents, oceans and seas) and why is our word wonderful?** Can name and locate the seven continents and five oceans on a globe or atlas.	**South America** Can locate some countries in South America on a map or atlas. Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. **Compare North Yorkshire with South America.**	**Compare Yorkshire with an Alpine Region** Can locate some countries in Europe on a map or atlas. Can locate cities, countries and regions of Europe on physical and political maps. The pupil can describe key physical and human characteristics and

			Know which ocean the continent they live in is closest to. Locate North and South pole and the equator on a world map.	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.	environmental regions of Europe. Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
		Component: Know how to compare the similarities and differences of places			
	Year A	**<u>Me and My World</u>** **Term 1** Home/ School Can talk about how environments might vary from one another. **<u>Changes Over Time</u>** **Term 3** Localilty Can talk about how their locality differs from other localities (Africa).	**Contrasting Coastal Town in the UK- What is it like to live by the coast?** Compare Harrogate to coastal town e.g. Whitby, Scarborough.	**Compare North America and York**	To know and compare similarities and differences between **Yorkshire** and **South America** (The Amazon) Coasts covered in Year 6 East Barnby
	Year B		**What is it like to live in China/Shanghai?** Compare Harrogate to Shanghai/China. To know some similarities and differences between their local area and a contrasting non European country.	**Compare North Yorkshire to South America.** (Amazon Delta)	Compare **Yorkshire** with the Alpine Region. **(Europe)** Coasts covered in Year 6 East Barnby
		Component: Know the human and physical features of key places			
	Human & Physical **Year A**	**Term 1/ Term 2/ Term 3** Ongoing through experiences, fieldwork and provision: Observe and understand the effect	**What is the weather like in the UK?** Can identify seasonal and daily weather patterns in the United Kingdom.	**Compare North America and York** Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can understand how food production is influenced by climate.	**The Amazon** Can describe what the climate of a region is like. **Earthquakes** Can describe and understand a range of key physical processes

		of changing seasons on the natural world around them. Can talk about some of the things they have observed such as my house, my locality. Can creatively express their observations from thieir environment; my home, my locality. They know about similarities and differences between themselves and others, and among families, communities and traditions **Me and My World Term 1** Shows interest in different occupations and ways of life. Eg PWHU Recognise that people have different beliefs and celebrate in different ways.	**Contrasting Coastal Town in the UK- what is it like to live by the coast?** Can recognise a natural environment and describe it using key vocabulary • Beach • Cliff • Coast • Sea • Soil • Port • Harbour • Shops • Town • Village **Our Locality: What is it like here?** Can make observations about, and describe, the local area and its physical and human geography immediate school area)	Can understand that products we use are imported as well as locally produced. **Rivers and the Water Cycle** Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains	and the resulting landscape features. Can understand how a mountain region was formed.
	Year B		**What is it like to live in China/Shangahi?** Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary • Village • Town • City • Shop	**Compare North Yorkshire with South America** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas	**Compare Yorkshire with an Alpine Region** Can understand how a mountain region was formed. Can describe what the climate of a region is like. Know and understand what life is like in cities and in villages and in a range of settlement sizes. Can explain how the types of industry in the area have changed over time.

			• House • Office • Factory • Vegetation Can recognise a natural environment and describe it using key vocabulary • Mountain • River • Valley • Forest • hill **Why is our world wonderful?** Identifying characteristics (both human and physical) of the four capital cities of the UK. **Would you prefer to live in hot or cold places?** Can describe which continents have significant hot or cold areas and relate these to the poles and equator	Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.	Can understand where our energy and natural resources come from **Types of settlement and land use in Yorkshire.** Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions, e.g. coastal towns. **Mountains and Volcanoes** Can describe and understand a range of key physical processes and the resulting landscape features. Can understand how a mountain region was formed.
		Component: Geographical skills and fieldwork			
	Map and Atlas Work **Year A**	**<u>Me and My World</u>** **Term 1** To explore the school school grounds and talk about what they can see.	**What is the weather like in the UK?** Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United	**North America** Can use a map or atlas to locate some countries and cities in North America. Can use a map to locate some states of the USA.	**The Amazon** Can use physical and political maps to describe key physical and human characteristics of regions of South America.

		<u>Once Upon a Time</u> **Term 2** To explore places of interest in the locality of the school (Library and stray) **<u>Changes Over Time</u>** **Term 3** To talk about/ describe a map. Draw a simple map **Term 2/ 3** Experience looking at different kinds of maps (partially based on children's interests and cultural capital of the children in class).	Kingdom and its surrounding seas **What is it like here? (Locality of the School)** Can describe a journey on a map of the local area using simple compass directions and locational and directional language	Can use four-figure grid references. Can give direction instructions up to eight compass points. Know how to create sketch maps. Can present information gathered in fieldwork using simple graphs.	Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. **Earthquakes** Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes. Can use four-figure grid references and find six-figure grid references.
	Year B		**Why is our word wonderful? and Would you prefer to live in hot or cold places?** Can use a world map, atlas or globe to name and locate the seven continents and five oceans. **Why is our world wonderful?** Can describe a journey on a map of the local area using simple compass directions and locational and directional language	**South America** Can use a map or atlas to locate some countries and cities in South America. Can use four-figure grid references. Can give direction instructions up to eight compass points. Know how to create digital maps. Can use the zoom function of a digital map to locate places. **UK Regions and Counties** Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. Can use four-figure grid references. Can give direction instructions up to eight compass points. Know how to create sketch maps.	**Compare Yorkshire with an Alpine Region** Can use a map or atlas to locate some countries and cities in Europe. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. **Mountains and Volcanoes.** Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes. Can use four-figure grid references and find six-figure grid references.

	Fieldwork and Investigation **Year A**	**Term 1/2/3** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (AoL/D UtW – The world – 30-50 mth)	**What is it like here?** Can use aerial photos to identify physical and human features of a locality. Can draw a simple map with a basic key of places showing landmarks. Can locate features of the school grounds on a base map **What is the weather like in the UK?** Can keep a weekly weather chart based on first-hand observations using picture symbols and present this data.	**Rivers and the Water Cycle** Can, in a group, carry out fieldwork in the local area selecting appropriate techniques	**Compare Amazon delta and coastline with the estuary at Whitby** Can make sketch maps of areas using symbols, a key and a scale. Be**werley Park and East Barnby** Can present information gathered in fieldwork using a range of graphs. Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. **All topics** Can use digital maps to investigate features of an area.
	Year B		**Why is our world wonderful?** Can use aerial photos to identify physical and human features of a locality.		**Types of settlement and land use in Yorkshire.** Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area.