

Class 2: Geography - Cycle A

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|
| The Four Nations Who am I? Where do I come from? | Food Glorious Food Why does it matter where my food comes from? | Wonderful Weather How does the weather affect our lives? | London/Non-European country Who discovered Africa? | Amazing Aberford What is the geography of where I live? | The Seven Continents Why don't penguins fly? |
| Substantive Knowledge - Children will learn about: 1.The four countries in the United Kingdom 2. England 3. London 4. Scotland 5. Wales 6. Northern Ireland | Substantive Knowledge - Children will learn about: 1. Labelling countries and continents. 2. Food miles and origins. 3. Food in relation to seasons. 4. Christmas food around the world 5. Northern hemisphere 6. Southern hemisphere | Substantive Knowledge - Children will learn about: 1. What is the weather like in Aberford? 2. To name the seasons 3. To name the different types of weather in the UK. 4. Where are the hot and cold places of the earth? 5. Extreme weather | Substantive Knowledge - Children will learn about: 1. Describe London. 2. Where is the continent of Africa? 3. Where is Kenya? 4. Where is Nairobi? Describe the physical and human features. 5. How are London and Nairobi similar? 6. How are London and Nairobi different? | Substantive Knowledge - Children will learn about: 1. My school site. 2. Drawing a map of my school. 3. Maps of the local area. 4. Using maps to plan a route. 5. Identify location on a world map (Kenya). 6. Compare and contrast Aberford to a village in Kenya | Substantive Knowledge - Children will learn about: 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia |
| Locational Knowledge Fieldwork Map Skills | Locational Knowledge Physical Geography | Physical Geography | Place Knowledge | Place Knowledge Map Skills | Locational Knowledge |
| Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- |
| Children will learn how to: LK: Understand that maps and the globe are used to locate key places around the world LK: Understands that the | Children will learn how to: LK: Understand that maps and the globe are used to locate key places around the world LK: Understands that the | Children will learn how to: H&PG: Begin to appreciate the different weather patterns in the UK H&PG: Appreciate that there are extremes of | Children will learn how to: PK: Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. | Children will learn how to: PK: Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. | Children will learn how to: LK: Understand that maps and the globe are used to locate key places around the world LK: Understands that the |

PK: Contrast a place they

know well with another they

are not familiar with, using

maps, photographs and

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know well with another they

are not familiar with, using

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| LK: Know and use the | H&PG: Appreciate that | videos to help make | videos to help make | LK: Know and use the | 15 |
| terminologies: left and right; | there are extremes of | comparisons | comparisons | terminologies: left and right; | |
| below, next to | weather close to the equator | | GS&F: Teacher led enquiries; | below, next to | ł |
| GS&F: Teacher led enquiries; | and also at both the North | | to ask and respond to simple | | i |
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| questions | | | GS&F: Understand why it is | | ł |
| GF&F: Talk about the main | | | important for all streets to | | i |
| differences between a world | | | have a name, including post | | ł |
| map and a globe | | | code | | i |
| GS&F: Locate the nearest | | | GS&F: Be able to follow a | | i |
| town or city on map of the | | | simple road map and | | i |
| UK | | | recognise key landmarks, | | i |
| | | | such as a church | | i |
| | | | GS&F: Talk about the | | ł |
| | | | features in the local | | ł |
| | | | environment | | ł |

Class 2: Geography – Cycle B

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Field Study What would Dora the Explorer find exciting about our village? | Arctic and Antarctic Come fly with me. | Land Ahoy What are the seven wonders of our world? | Great Barrier Reef Are we damaging our world? | By The Seaside How have holidays changed over time? | Let's explore Aberford What's it like where we live? |
| Substantive Knowledge - | Substantive Knowledge - | Substantive Knowledge - | Substantive Knowledge - | Substantive Knowledge - | Substantive Knowledge - |
| Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: |
| 1.Observe and measure and | 1.Identify seasonal and daily | 1.Identify the location of hot | 1. Australian focus – native | 1. To locate and identify | 1. Compass points and |
| record some human and | weather patterns in the | and cold areas of the world in | animals found here. | oceans and continents. | drawing maps. |
| physical features in the local | United Kingdom. | relation of the Equator and | 2. Australian focus – native | 2. To find out about British | 2. Plotting a journey. |
| area. | 2.Identify the North and | the North and South poles. | animals – food, offspring. | beaches. | 3. To know what an aerial |
| 2. Use a graph to record | South Pole. | 2.To name and identify key | 3. Locating hot and cold | 3. To find out about British | View looks like |
| findings and observation. | 3.To know where the Arctic | features, such as: beach, | areas of the world. Animals | seas | 4. To understand that |
| 3.Conduct a simple surveys | Circle is and be able to locate | coast, forest, hill, mountain, | living here. | 4. To use fieldwork skills to | maps tell us the location |
| and questionnaires. | the Arctic Circle on a map. | ocean river, vegetation. | 4. Locating the 5 oceans. | find out about a place | of different places. |
| 4.Sketch a physical feature- | 4.To understand about | 3.To use simple compass | Which fish live where. | 5. To compare a British beach | 5. Compass points to show |
| the River Beck. | weather and climate in the | directions (North, South, East | 5. The equator: animals living | with one from another | direction. |
| | Arctic Circle. | and West). | here. | country | |



| people group and their customs and traditions. 6. To learn about the Aurora Borealis (Northern Lights). Disciplinary Knowledge-Indiden will learn how to: S&F: Teacher led enquiries; ask and respond to simple usetions S&F: Enderstand why it is poportant for all streets to ave a name, including posta we and map and scognise key landmarks, and has a church S&F: Each be to follow a mple road map and stures in the local now that impacts on the way of life of different people West of the world and understand how that impacts on the way of life of different people S&F: Talk about the local information about the loc | | | | | | MA |
|--|--------------------------------|---------------------------------|---------------------------------|------------------------------|------------------------------|---------------------------------|
| customs and traditions. 6. To learn about the Aurora Borealis (Northern Lights). Comparison | 5.Sketch a human feature | | | | · · · | 6.To know how to locate the |
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| Borealis (Northern Lights). Contained | | | | | | |
| Disciplinary Knowledge- Children will learn how to: SaF: Teacher led enquiries; Discapriate the World and south poles at both the North and South poles HaPG: Appreciate that weather patterns are different parts of the world and understand how that impacts on the local invironment SaF: Talk about the eatures in the local invironment formation about the local inferences between a world formation about the local formation about the local formation about the local formation about the local inferences between a world formation about the local formation about the local formation about the local formation about the local inferences between a world formation about the local for | | | routes on a map. | • | | |
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| ecognise key landmarks, uch as a church different in different parts of the world and understand how that impacts on the way formation about the local differences between a world different parts of differences between a world different people are considered as a church different in different parts of the world and understand how that impacts on the way of life of different people different people differences between a world different people dif | GS&F: Be able to follow a | Poles | close to the equator and also | climate, temperature and | GS&F: Talk about the | school, etc. |
| different in different parts of the world and understand how that impacts on the war of offerent people formation about the local of the world and understand how that impacts on the main offerent parts of differences between a world of life of different parts of different parts of the world and understand how that impacts on the way of life of differences between a world of life of different people of life of life of different people of life of life of life of life of different people of life | simple road map and | H&PG: Appreciate that | at both the North and South | people. | features in the local | GS&F: Study aerial |
| S&F: Talk about the beatures in the local how that impacts on the way of life of different people formation about the local how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of different people how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences between a world how that impacts on the way of life of differences betwee | recognise key landmarks, | weather patterns are | Poles | | environment | photographs and use |
| S&F: Talk about the beatures in the local how that impacts on the way of life of different people formation about the local how that impacts on the way of life of differences between a world how that impacts on the way of life of different people how tha | such as a church | different in different parts of | H&PG: Appreciate that | | GS&F: Locate the nearest | locational and directional |
| how that impacts on the way of life of different people the world and understand how that impacts on the way of life of different people the world and understand how that impacts on the way of life of differences between a world of life o | GS&F: Talk about the | - | | | town or city on map of the | language when doing so |
| nvironment of life of different people S&F: Observe and record of of life of differences between a world of life of li | features in the local | how that impacts on the way | different in different parts of | | ' | GS&F: Use the school |
| S&F: Observe and record differences between a world of life of different people GS&F: Talk about the main of life of differences between a world of life | environment | 1 | · | | | grounds or near park to |
| oformation about the local differences between a world of life of different people what they see | GS&F: Observe and record | | | | | |
| | information about the local | | | | | |
| | area, i.e. types of shops, bus | map and a globe | | | | , |

stops etc.



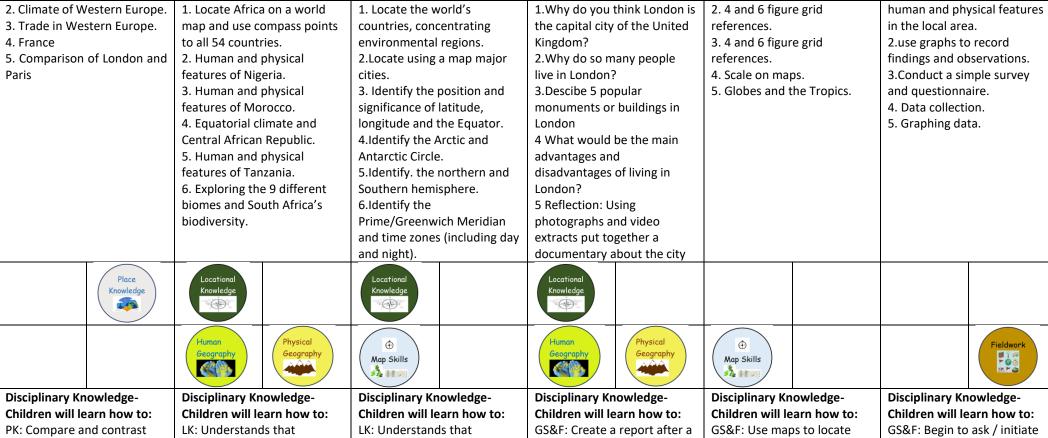
Class 3: Geography – Cycle A

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|---|
| Mediterranean Europe Does our food need to travel long distances? | Eastern Europe Which area is more reliant on natural resources? | Our local area, Yorkshire and its place in the UK How and why is my local environment changing? | Natural Disasters Why do some earthquakes cause more damage than others? | Rainforests What evidence is there of climate change? | Rainforests Mini Fact file Amazon |
| Children will learn about: 1. Key places in Europe. Location of the Mediterranean. 2. Climate of Mediterranean Europe. 3. Food and farming. 4. Landscape – The Alps. 5. Settlements – Athens and Venice. | Children will learn about: 1. Key places in Eastern Europe 2. Climate of eastern Europe. 3. Physical features of Eastern Europe. 4. Compare and contrast physical features: UK and Russia 5. Compare and contrast human features: UK and Poland. | Children will learn about: 1.Describe Aberford. 2.Describe Leeds. 3. How is land used in Aberford? 4. Where is Yorkshire? 5. How has the use of land changed over time in Yorkshire? 6.What is a village, town, city? | Children will learn about: 1. Locate some of the world's most famous volcanoes. 2. Volcanic eruptions and impact on environment. 3. How are volcanoes formed. 4. Tectonic plates, how they move and what this causes. 5. Earthquake study: cause and effect 6. Tsunamis. | Children will learn about: 1. Locate rainforests on a world map. 2. Explore the biomes in a rainforest. 3. Investigate climate of rainforests. 4. Human geography within a rainforest and compare to home. 5. Animals in a rainforest. 6. Impact of threats to the rainforests. | Children will learn about: 1. To produce a detailed map of the local area to show the main physical and human features using symbols, a key and scale 2. Identify the different layers of the rainforest. Explain why there are different layers? Draw the different the different layers. 3. What does the term indigenous people use the rainforest? How do indigenous people use the rainforest? What is the indigenous tribe in the Amazon Rainforest? 4. Identify animals and plants which live in the Rainforest and discuss how plants and animals adapt to their habitat. |
| Locational Knowledge Knowledge | Locational Knowledge Knowledge | Place Knowledge | Human Geography | Human Geography | Human Geography Geography |
| | | Human Geography Geography | (h) Fieldwork Map Skills | (the state of the | (†) Map Skills |

| Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- |
|-----------------------------|-------------------------------|-----------------------------|------------------------------|-------------------------------|-------------------------------|
| Children will learn how to: | Children will learn how to: | Children will learn how to: | Children will learn how to: | Children will learn how to: | Children will learn how to: |
| LK: Understands that | LK: Understands that | H&P: Understand how ideal | H&PG: Recognise how human | H&PG: Understand how ideal | H&PG: Understand what is |
| countries have defined | countries have defined | settlements may have | geographical features change | settlements may have | meant by being |
| borders and that each | borders and that each | changed over time | over time | changed over time | environmentally friendly |
| country has its own | country has its own | GS&F: Talk about the | GS&F: Use a globe to gain a | GS&F: Begin to ask / initiate | H&PG: Understand how ideal |
| government or equivalent | government or equivalent | features in their local | better understanding about | geographical questions | settlements may have |
| | PK: Compare and contrast | environment and compare it | countries' location (USA and | GS&F: Use maps to locate | changed over time |
| | two regions within the UK | with another they know | Russia, for example) | world countries and capitals | GS&F: Begin to ask / initiate |
| | that are very different and | | | GS&F: Use a globe to gain a | geographical questions |
| | begin to appreciate why | | | better understanding about | GS&F: Talk about the |
| | physical and human features | | | countries' location | features in their local |
| | will be different in these | | | | environment and compare it |
| | places | | | | with another they know |
| | PK: Use measurements, such | | | | GS&F: Create a report after a |
| | as temperature, height, | | | | fieldwork activity that |
| | distance and length of | | | | focuses on geographical |
| | daylight to compare two | | | | features observed |
| | places following changes in | | | | GS&F: Produce freehand map |
| | both across different months. | | | | of a known place, e.g., |
| | | | | | journey between home and |
| | | | | | school |
| | | | | | GS&F: Explain what a place is |
| | | | | | like and why |

Class 3: Geography – Cycle B

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|
| Western Europe Which area is more reliant on tourism? | Exploring Africa Where would you prefer to live: England or Africa? | All Around the World Has the Arctic and Antarctic always been in the news? | Locational Research Why is London such a cool place to live ? | Spatial Sense Where on Earth are we? | Fieldwork study Does our local area have resources for tourists? |
| Children will learn about: 1. Countries and settlements in Western Europe. | Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: 1. Maps, compasses and symbols. | Children will learn about: 1. Use fieldwork to observe measure and record some |



PK: Compare and contrast two regions within the UK that are very different and begin to appreciate why physical and human features will be different in these places

PK: Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.

LK: Understands that countries have defined borders and that each country has its own government or equivalent LK: Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.

LK: Use 4 compass points to give directions

LK: Understands that countries have defined borders and that each country has its own government or equivalent GS&F: Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

Distinguish between the

Northern and Southern

GS&F: Create a report after a fieldwork activity that focuses on geographical features observed GS&F: Explain what a place is like and why Children will learn how to:
GS&F: Use maps to locate
world countries and capitals
GS&F: Use a globe to gain a
better understanding about
countries' location
GS&F: Use maps and globes
to locate the equator, the
Tropics of Cancer and
Capricorn and the Greenwich
Meridian
GS&F: Understand how to
use four-figure grid
references

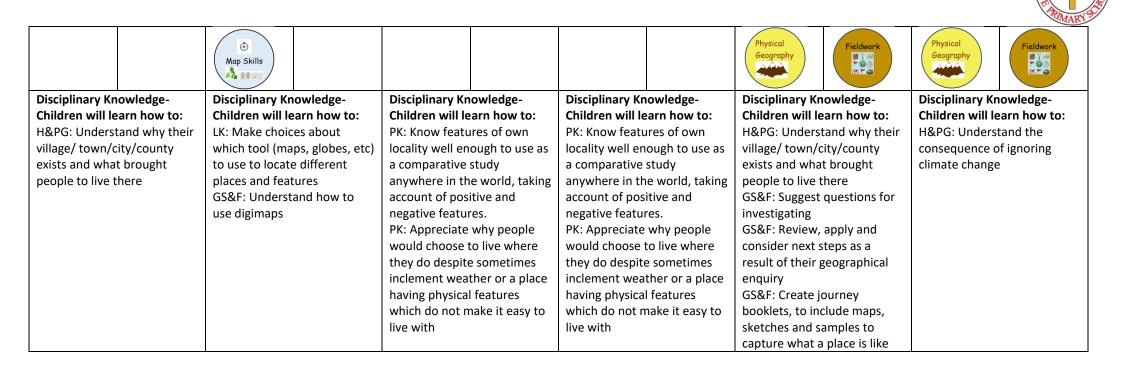
GS&F: Begin to ask / initiate geographical questions GS&F: Observe and record information about the human and physical features of an area GS&F: Use graphs to record features observed in fieldwork GS&F: Create a report after a fieldwork activity that focuses on geographical

features observed

| | | | The state of the s |
|-------------------------------|----------------------------|--|--|
| LK: Begin to use 8 compass | hemisphere on both a world | | GS&F: Use systematic |
| points | map and a globe | | sampling and data collecting |
| LK: Use 4 figure grid | | | as part of fieldwork activity |
| references to locate features | | | |
| on a map | | | |

Class 4: Geography – Cycle A

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|---|--|
| UK Geography: East Anglia, the Midlands, Yorkshire and Humberside How and why is my local environment changing? | Location Knowledge Where in the world would you visit and why? | North America What is a river and why are mountains so important? | South America Why do we need a rainforest? | Settlement and land use Has Aberford got a future? | British Geographical Issues How is climate affecting the world? |
| Children will learn about: 1. East Anglia – physical geography. 2. East Anglia – land use. 3. The Midlands – settlements. 4. Yorkshire and Humberside – physical geography. 5. Yorkshire and Humberside – human geography. | Children will learn about: 1. Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day. 2. Recognise different shapes of countries. 3. Know about the wider context of places e.g. county, region and country. 4. Know location of: Capital cities of countries of British Isles and U.K. seas around U.K. 5. Name and locate the largest cities in each continent. | Children will learn about: 1. The countries of North America. 2. Environmental regions of North America. 3. Rivers in North America. 4. Cities in North America. 5. A comparison of the UK and a region of North America. 6. Identify the physical characteristics and key topographic features of the countries within North America. | Children will learn about: 1. An introduction to South America. 2. Past civilisations and empires. 3. The Andes mountains and the Atacama Desert. 4. Brazil – agriculture and industry. 5. Brazil – local cultures and festivals. 6. The Amazon rainforest. | Children will learn about: 1.To investigate how buildings, land use and local facilities have changed over time. 2.Investigate local development plans. 3.Investigate local buildings, land use and local facilities. 4.How can we make our school grounds more bee friendly. | Children will learn about: 1. Air pollution. 2. Climate change. 3. Waste and recycling. 4. Litter. 5. Local context. |
| Locational Knowledge Geography | Locational Knowledge | Place Knowledge | Place Knowledge | Human Geography | Human Geography |



Class 4: Geography – Cycle B

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A.,+,,,,,,,,,, 1

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------|-----------------------------|
| Rivers | Mountains | South America | Full of Beans | Spatial Sense | Mapping the World |
| Do we use too much water? | Why are mountains so | Why is Brazil in the news | Does food need to travel | How will our world look in | How do people connect with |
| bo we use too much water: | important? | again? | long distances? | the future? | this place and the |
| | importants | agaiii: | long distances: | the luture: | l • |
| | | | | | environment here? |
| Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: | Children will learn about: |
| 1. What is a river? | 1. Mountains. | 1.What do you already know | 1.To learn about different | 1. Maps: dividing the world | 1. Latitude and longitude. |
| 2. River pollution and | 2. The Alps. | about Brazil? | beans. | into sections. | 2. The Arctic and Antarctic |
| erosion. | 3. The High Peaks of the | 2.What fruits and other | 2.To know how and where in | 2. Eastern and Western | circles. |
| 3. Rivers of Europe. | Himalayas. | natural resources is Brazil | the world beans are grown | hemispheres. | 3. Time zones. |
| 4. Rivers of Africa and Asia | 4. American Mountains. | famous for? | and how to plan an | 3. Map: using co-ordinates to | 4. Map projection. |
| 5. Rivers of Australia, South | 5. African Mountains. | 3 Which famous cities in | experiment to grow beans. | locate places. | 5. Maps of the world. |
| and North America. | | Brazil attract tourists and | | 4. Maps: drawn to different | |
| | | why? | | scales. | |

| BER | FORD |
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| RIM | ARY SO |

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|--------------------------------|--------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | | 4. Find out about one of | 3.to know about different | 5. Relief maps. | |
| | | Brazil's neighbouring | energy sources and where | | |
| | | countries? | they come from, | | |
| | | 5. To name physical and | 4.To learn about non- | | |
| | | human features of Brazil. | renewables and renewables | | |
| | | | energy and advantages and | | |
| | | | disadvantages of each | | |
| | | | source. | | |
| | | | 5.To learn how to save | | |
| | | | energy and the effect on the | | |
| | | | environment | | |
| | | | (local/national/global level). | | |
| Locational Knowledge Geography | Human Geography | Place Knowledge | Place Knowledge | Locational Knowledge | Locational Knowledge |
| Physical Geography | Physical Geography | Human Geography Geography | Fieldwork | Map Skills | (h) Map Skills |
| Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- | Disciplinary Knowledge- |
| Children will learn how to: | Children will learn how to: | Children will learn how to: | Children will learn how to: | Children will learn how to: | Children will learn how to: |
| LK: Make choices about | LK: Make choices about | H&PG: Understand why their | H&PG: Understand what is | LK: Make choices about | LK: Make choices about |
| which tool (maps, globes, etc) | which tool (maps, globes, etc) | village/ town/city/county | meant by being | which tool (maps, globes, etc) | which tool (maps, globes, etc) |
| to use to locate different | to use to locate different | exists and what brought | environmentally friendly | to use to locate different | to use to locate different |
| places and features | places and features | people to live there | H&PG: Understand the | places and features | places and features |
| | H&PG:Understand why their | H&PG: Understand the issues | consequence of ignoring | LK: Use 6 figure grid | GS&F: Understand how to |
| | village/ town/city/county | associated with Fair Trade | climate change | references to locate features | use digimaps |
| | exists and what brought | | GS&F: Suggest questions for | on a map | GS&F: Use digital mapping |
| | people to live there | | investigating | GS&F: Recognise ordnance | software packages |
| | | | | survey (OS) symbols and | |
| | | | | know what they stand for | |
| | | | | GS&F: Add annotations, such | |
| | | | | as label and captions to | |
| | | | | freehand maps | |
| | | | | GS&F: Be familiar with | |
| | | | | topographical maps and | |
| | | | | know about contours, etc | |