

## Overview of Geographical Learning at Chorley St Marys Catholic Primary and Nursery

### Geography Substantive Knowledge and Concepts:

|  |               |             |           |                |                 |
|--|---------------|-------------|-----------|----------------|-----------------|
| Locational knowledge<br><small>(Place, Space, Scale)</small> | Earth Systems | Environment | Diversity | Sustainability | Interconnection |
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### Geography Disciplinary Knowledge:

|            |           |                              |                      |                       |
|------------|-----------|------------------------------|----------------------|-----------------------|
| Map skills | Fieldwork | Similarities and Differences | Research and Enquiry | Cause and Consequence |
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### Nursery

|                  | <u>Title</u>      | <u>Substantive and Disciplinary Concepts and Knowledge</u>               | <u>Prior Knowledge</u> | <u>Components</u>   | <u>Composites - Linked to ELG</u>  | <u>Vocabulary</u>  |
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| <b><u>AT</u></b> | Nursery classroom | <p><u>Locational Knowledge</u><br/><u>Environment</u></p> <p>Mapping</p> |                        | <ol style="list-style-type: none"> <li>1. To name our classroom and know where it is in school.</li> <li>2. To know what is in our classroom</li> <li>3. To know that a map is a picture of a place.</li> <li>4. To make a map of Nursery.</li> </ol> | <p><b><u>DM LINKS: Talk about what they see, using a wide range of vocabulary.</u></b><br/><b><u>Use all their senses in hands on exploration of natural materials</u></b></p> | <p>Nursery class<br/>Reading area<br/>Outdoor area<br/>Water area<br/>Small area<br/>Construction area<br/>Map</p> |
|                  | Weather           | <p><u>Earth Systems</u></p>  |                        | <ol style="list-style-type: none"> <li>1. To know vocabulary for different types of weather: cloud, wind, rain, sunny</li> </ol>  |  |  |

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|   |   |  |  | 2. To know what to wear in different weather.  |  |   |
| Fieldwork opportunities: map of Nursery class, experience different weather in outdoor area of Nursery classroom<br>- |   |  |  |  |  |   |
| <b>SpT</b>  | London and The Naughty Bus              | <u>Locational Knowledge</u><br><u>People and places</u><br><u>Mapping skills</u> |  | <ol style="list-style-type: none"> <li>1. To say a journey I have been on.</li> <li>2. To know where we live in England.</li> <li>3. To know London is the capital city of England.</li> <li>4. To say where buses could travel on a map</li> <li>5. To know London is busier than where we live.</li> <li>6. To know some places in London that people would visit: London eye, Big Ben, Buckingham Palace, River Thames</li> </ol> | <u>DM LINKS: Talk about what they see, using a wide range of vocabulary.</u><br><u>Use all their senses in hands on exploration of natural materials</u> | London<br>Journey<br>England<br>Bus<br>Bus Stop<br>Map<br>River<br>Bridge |
|   | Fieldwork opportunities:<br>- Bus Visit |  |  |  |  |   |

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| <b><u>SumT</u></b> | Farm  | <b><u>Environment</u></b> |  | <ol style="list-style-type: none"> <li>To know 5 animals that live on a farm: cow, pig, sheep, horse, chicken</li> <li>To visit a farm and know what it looks, sounds and smells like.</li> </ol> | <b><u>DM LINKS: Talk about what they see, using a wide range of vocabulary.</u></b><br><b><u>Use all their senses in hands on exploration of natural materials</u></b> | cow,<br>pig,<br>sheep,<br>horse,<br>chicken,<br>grass,<br>hay |
|                    | Additional Unit if needed based on current events eg: Olympics and the people in that place |                           |  |   |  |   |
|                    | Fieldwork opportunities: farm visit   |                           |  |   |  |   |

| <b><u>Reception</u></b> |                     |   |                               |                          |  |                          |
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|                         | <b><u>Title</u></b> | <b><u>Substantive and Disciplinary Concepts and Knowledge</u></b> | <b><u>Prior Knowledge</u></b> | <b><u>Components</u></b> | <b><u>Composites - Linked to ELG</u></b> | <b><u>Vocabulary</u></b> |
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| <b><u>AT1</u></b> | <b>Weather and Seasons</b><br><br><b>School grounds</b><br><br><b>People culture and communities</b> | Earth system<br><br>Fieldwork                             | Weather in AT in Y1   | <ol style="list-style-type: none"> <li>1. To know the names of the seasons.</li> <li>2. To know what each season looks like.</li> <li>3. To observe what our weather is like today.</li> </ol>  | <u>Explore the natural world around them</u><br><u>Describe what they see, hear and feel whilst outside.</u><br><u>Understand the effect of changing seasons on the natural world around them.</u> | Autumn<br>Spring<br>Summer<br>Winter   |
|                   |  | Locational Knowledge<br>Environment<br><br>Mapping skills | Nursery classroom AT1 | <ol style="list-style-type: none"> <li>1. Know the name of their school.</li> <li>2. To know a map is a picture of a place.</li> <li>3. Name and locate key places around our school site.</li> <li>4. To make a map showing key features of our school.</li> <li>5. To know where our nearest postbox is.</li> </ol> | <u>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</u><br><br><u>Draw information from a simple map</u>                    | playground,<br>hall,<br>woods,<br>library,<br>school,<br>path,<br>Map<br>Postbox |
|                   | Fieldwork opportunities: Fieldwork in the school grounds and walk to the nearest postbox.            |   |                       |   |  |  |

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| <b>SpT1</b> | <b>China and Chorley</b><br><br><b>People culture and communities</b><br>People and places<br><br>Environment | Locational Knowledge<br>Diversity<br>Interconnection<br><br>Similarities and differences<br>Mapping skills | R - AT - Our school<br>N - Classroom              | <ol style="list-style-type: none"> <li>To know we live in Chorley</li> <li>To know where we can play locally.</li> <li>To know we live in England</li> <li>To know China is another country at the other side of the world.</li> <li>To know where is land and where is water on a map.</li> <li>To know China is far away from where we live.</li> <li>To know people in China have different culture.</li> <li>To know Chinese people live in England.</li> <li>To know some places people may visit in China.</li> <li>To make a map of our walk and places in China.</li> </ol> | <u>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.(Chorley and China)</u><br><br><u>Recognise some similarities and differences between life in this country and life in other countries.</u><br><br><u>Recognise some environments that are different to the one in which they live.</u><br><br><u>Recognise that people have different beliefs and celebrate special times in different ways.</u>  | Land<br>Sea<br>Playground<br>Road<br>China<br>Culture<br>Landmarks<br>Country.        |
|             | Fieldwork opportunities: Walk to Stanstead Road Park  |  |   |   |  |   |
| <b>SpT2</b> | <b>The zoo</b><br><br><b>People culture and communities</b><br>People and Places<br><br>Environment           | Locational Knowledge<br>Diversity<br><br>Mapping skills  | Rec - SpT1 - China<br><br>N - London and the farm | <ol style="list-style-type: none"> <li>To know locate where different animals live on a world map - penguin, polar bear, lion, camel, elephant, toucan</li> <li>To know some places in the world are hot and some are cold.</li> <li>To know the Artic is cold and The Sahara Desert is hot.</li> <li>To know there are different continents and oceans.</li> <li>To use a map while at Blackpool zoo.</li> </ol>   | <u>Recognise some environments that are different to the one in which they live</u><br><u>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.</u><br><u>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</u><br><u>Recognise some similarities and differences between life in this country and life in other countries.</u> | World<br>Continent<br>Ocean<br>Globe<br>Hot<br>Cold<br>Wet<br>Dry<br>Arctic<br>Sahara |

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| Fieldwork opportunities: - trip to the zoo      |                                   |   |   |  |  |  |
| <b>SumT2</b>                                    | Under the sea                     | Environment<br>Locational Knowledge<br>Sustainability | Rec - SumT1 -<br>continents and<br>oceans | 1. To know the seaside is<br>where land meets sea.                       | <b><u>Recognise some environments that are<br/>different to the one in which they<br/>live.</u></b><br><br><b><u>ELG - Describe their immediate<br/>environment using knowledge from<br/>observation, discussion, stories, non-<br/>fiction texts and maps.</u></b><br><br><b><u>ELG: Know some similarities and<br/>differences between the natural world<br/>around them and contrasting<br/>environments, drawing on their<br/>experiences and what has been read<br/>in class.</u></b> | Seaside<br>Beach<br>Lighthouse<br>Lifeguard<br>Sea<br>Land |
|   | People culture<br>and communities | Fieldwork<br>Mappings skills<br>Cause and Consequence | N: London                                 | 2. To show where seaside's are<br>on a map - Blackpool and<br>Southport. |  |  |
|   | People and places                 |   |   | 3. To know our nearest seaside<br>town is Southport.                     |  |  |
|   | Environment                       |   |   | 4. To know what the landscape<br>is like at a seaside: beach,<br>sand,   |  |  |
|   |                                   |   |   | 5. To know what people might<br>do at the seaside.                       |  |  |
| Fieldwork opportunities: - Virtual seaside trip |                                   |   |   |  |  |  |

| <b>Year 1</b> |  |   |                                   |   |  |  |
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|               | <b><u>Title and<br/>National<br/>Curriculum<br/>area</u></b>             | <b><u>Substantive and<br/>Disciplinary<br/>Concepts and<br/>Knowledge</u></b> | <b><u>Prior<br/>Knowledge</u></b> | <b><u>Components</u></b>  | <b><u>Composites</u></b>   | <b><u>Vocabulary</u></b>   |
| <b>AT1</b>    | Where in the<br>world do<br>Penguins live?<br><br>Weather and<br>Seasons | Earth Systems<br><br>Fieldwork<br>Similarities and<br>Differences             | R - AT1 - Seasons                 | 1. How is the year organised<br>into months and seasons?<br>2. What are the differences<br>between the seasons?<br>3. How can I show what season<br>I am in?<br>4. How do people dress for<br>different kinds of weather? | <b><u>By the end of this topic, children should<br/>know:</u></b><br>- basic vocabulary and concepts about<br>weather and the climate,<br>including seasonal change;<br>- how people adapt to different weather<br>(e.g. by dressing differently on cold,<br>hot, wet or windy days).<br><b><u>Children should be able to:</u></b> | 1. Month<br>2. Season<br>3. Spring<br>4. Summer<br>5. Autumn<br>6. Winter<br>7. Temperature<br>8. Affect |

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|  |  |                                     |                             | <ol style="list-style-type: none"> <li>How can I tell the weather's story?</li> <li>How does the weather affect people's work?</li> </ol>  | <ul style="list-style-type: none"> <li>observe, talk about and make a basic record of changes in the weather creating a simple weather chart;</li> <li>make appropriate use of everyday words relating to seasons, months and local weather.</li> </ul>  |   |
|  | <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>Use photographs to identify features of the different seasons. Fieldwork in the local area to identify features of Autumn and take their own photographs.</li> <li>Compare the weather in the UK with contrasting weather somewhere else in the world.</li> </ul> |                                     |                             |  |  |   |
| <b>SpT1</b>  | Who lives in a palace?   | Locational Knowledge<br>Environment | Rec - school grounds        | <ol style="list-style-type: none"> <li>What is the United Kingdom?</li> <li>What can I find out about the United Kingdom?</li> <li>What are the UK's countries like?</li> <li>What are the UK's capital cities like?</li> <li>What do I know about a country in the UK?</li> </ol> | <p><u>By the end of this topic children should know:</u></p> <ul style="list-style-type: none"> <li>the main nations and features of the UK, including their locations and related key vocabulary</li> </ul> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> <li>annotate a simple map of the UK with some of its key features, including the location of its nations;</li> <li>use appropriate vocabulary when describing the principal features of the UK.</li> </ul> | <ol style="list-style-type: none"> <li>England</li> <li>Scotland</li> <li>Wales</li> <li>Northern Ireland</li> <li>Capital</li> <li>features</li> </ol> |
|  | UK countries and capital cities  | Map skills<br>Research and Enquiry  | Rec - continents and oceans |  |  |   |
| <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>Children plan an imaginary trip to a location of one of the palaces, such as: London. They will consider how they will get there, what they will wear and what sights they will see.</li> <li>Collect information to create a booklet - train timetables, photographs of children dressed for the different seasons and the different sights create an itinerary of where they will visit.</li> </ul> |  |                                     |                             |  |  |   |

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| <b>SumT2</b> | What can we do in the great outdoors?<br><br>Fieldwork in the school vicinity  | Locational Knowledge<br>Sustainability<br><br>Map skills<br>Fieldwork | R - AT2 - School grounds | <ol style="list-style-type: none"> <li>1. What are the differences between urban and rural areas?</li> <li>2. Identify human &amp; physical features of our school grounds.</li> <li>3. Locate our school &amp; local area on an Ordnance Survey map. What do the symbols mean?</li> <li>4. Identify human &amp; physical features of our local area.</li> <li>5. Plan a route from school to the local shops using a map. (Fieldwork/ walk)</li> <li>6. Create a map of our local area .</li> </ol> | <u>By the end of this topic children should know:</u><br>The differences between urban & rural areas<br>The difference between physical & human features<br>The meaning of some of the symbols on an Ordnance Survey map<br><br><u>Children should be able to:</u><br>annotate an Ordnance Survey map of the local area with some of its key features.<br>Identify physical & human features of our local area.<br>Plan a simple route in their local area using mapping skills. | <ol style="list-style-type: none"> <li>1. Rural</li> <li>2. Urban</li> <li>3. Settlement</li> <li>4. Map</li> <li>5. route</li> <li>6. Street</li> <li>7. symbol</li> </ol> |
|              | Fieldwork opportunities: <ul style="list-style-type: none"> <li>- Use aerial photographs and maps to study the school. Children use fieldwork to walk their route to school and plot this on a map.</li> <li>- Use the 4 compass points to navigate around school.</li> <li>- Take part in fieldwork in the local community: plan route, look at types of housing and street furniture.</li> </ul> |   |                          |  |  |   |

| <b>Year 2</b>                             |  |                        |                   |                   |                   |  |
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| <u>Title and National Curriculum area</u> | <u>Substantive and Disciplinary Concepts and Knowledge</u> | <u>Prior Knowledge</u> | <u>Components</u> | <u>Composites</u> | <u>Vocabulary</u> |  |
|   |  |                        |                   |                   |                   |  |



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| <b><u>AT1</u></b> | What do we know about Hot and Cold places?<br><br>Hot and Cold places   | Locational Knowledge<br>Environment<br><br>Map skills<br>Similarities and Differences<br>Research and enquiry | Weather and Seasons (Y1)<br><br>Rec - Seasons  | 1.Where are hot and cold places on a world map?<br>2.What are hot and cold places like?<br>3.Can you explore a hot or cold place?<br>4.Which animals live in hot and cold places and how do they adapt?<br>5.Can you describe an animal that lives in a hot or cold place?<br>6.What would you pack if you were visiting a hot or cold place and what would you see when you were there? | <u>By the end of this topic, children should know:</u><br>•where the world's main hot and cold regions are<br>•some information about what each of the hot and cold regions are like<br><u>Children should be able to:</u><br>•use globes and atlases - and annotate maps - to identify the world's hot and cold regions;<br>•use appropriate vocabulary when talking and writing about hot and cold regions;<br>•make use of the four main compass points when describing the location of these regions.   | 1. Equator<br>2. Temperature<br>3. Arctic<br>4. Antarctica<br>5. Environment<br>6. Habitat |
|                   | Fieldwork opportunities:<br><ul style="list-style-type: none"> <li>Use maps, atlases and globes to explore the world and identify the seven continents and five oceans of the world.</li> </ul> |   |  |  |   |  |
| <b><u>AT2</u></b> | What is it like to live in Chorley, a Small area of the UK?<br><br>Small area of the UK - Chorley   | Locational Knowledge<br>Sustainability<br><br>Map skills<br>Fieldwork   | UK countries and capital cities (Y1)<br>Fieldwork in the school grounds (Y1)<br><br>Rec - School grounds | 1.What sort of area do I live in?<br>2.What are the main features of our school grounds?<br>3.What can I find out about my local area?<br>4.How can I describe my local area?<br>5.How can a map show what a place is like?<br>6.How do we make a map of the local area?<br>7.How is our local area changing?  | <u>By the end of this topic, children should know:</u><br>•the location of their local area (including where it is within the UK);<br>•the main features of their local area<br><u>Children should be able to:</u><br>•look at simple maps and aerial views of the local area, discussing its main features and how symbols have been used;<br>•work together to create a simple map of the local area;<br>•observe, record, discuss and ask questions about the main features of the local area, based on direct experience;<br>•recognise how an area is changing and that it can have both positive and negative implications. | 1. Lancashire<br>2. Chorley<br>3. route<br>4. NESW<br>5. Urban<br>6. Rural                 |

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|--------------------|--|---|--|---|--|--|
|                    |  |   |  |   | •use appropriate everyday vocabulary when describing local features.   |  |
|                    | Fieldwork opportunities: <ul style="list-style-type: none"> <li>• Fieldwork in the local area.</li> <li>• Use of Digimaps as an IT resource.</li> <li>• Use compass directions to navigate around school.</li> </ul> |   |  |   |  |  |
| <b><u>SpT2</u></b> | Is life the same as ours if you live in Kenya?<br><br>Small area of a non-European country   | Locational Knowledge<br>Diversity<br><br>Map skills<br>Similarities and Differences<br>Research and enquiry | Fieldwork in the school grounds (Y1)<br>Rec - Zoo and Kenyan animals | 1.What is Africa like?<br>2.Where is Kenya and what are Kenya's geographical features?<br>3. What is life like living in urban Kenya?<br>4.What is life like living in rural Kenya?<br>5.What is the landscape like in Kenya?<br>6. What is it like to live close to wild animals in Kenya? | <u>By the end of this topic, children should know:</u><br>- the location and features of Nairobi, comparing and contrasting it with their local area;<br>- the location of Kenya within the African continent and the approximate location of Nairobi within Kenya;<br>- how their location within hot and cold regions might affect everyday life differently in the UK and Kenya.<br><u>Children should be able to:</u><br>- use globes and atlases - and annotate maps - to identify the location of the UK, Europe, Kenya and Africa<br>- look at simple maps, aerial views and photographs of Nairobi, discussing and asking questions about its main features and comparing these with their local area;<br>- use appropriate vocabulary when describing Nairobi and comparing it with their local area;<br>- make confident use of the four main compass points when describing the location of the UK, Europe, Kenya and Africa. | 1. Rural and urban<br>2. Landscape<br>3. Slums<br>4. Mountain<br>5. Capital<br>6. Game reserve |

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|              | Fieldwork opportunities: <ul style="list-style-type: none"> <li>Fieldwork in the local area to take photographs to compare with photographs of areas within Nairobi.</li> <li>Compare Kenya to the UK and how their life differs to a Kenyan child.</li> </ul> |   |  |  |  |  |
| <u>SumT1</u> | What do we know about the world's Continents and Oceans?<br><br>Continents and Oceans  | Locational Knowledge<br>Environment<br>Diversity<br>Interconnection<br><br>Map skills<br>Similarities and Differences<br>Research and enquiry | Rec - continents and oceans - animals around the world | 1.Where am I in the world?<br>2.Where are the world's continents?<br>3.Where are the world's oceans?<br>4.How can I describe where continents are located?<br>5.What are the human and physical features of different continents?<br>6.What is a continent like?<br>7.What is the country of Indonesia like? | <u>By the end of this topic, children should know:</u><br>- the names and locations of the world's continents and oceans;<br>- some information about each of the world's continents and oceans.<br>- Some of Indonesia's key human and physical features<br><u>Children should be able to:</u><br>- use globes and atlases - and annotate maps - to identify continents and oceans;<br>- continents and oceans;<br>- use appropriate vocabulary when talking and writing about location of these continents and oceans.<br>- make use of the four main compass points when describing the location of these continents and oceans.<br>- locate Indonesia on a map | 1. Country<br>2. Continent<br>3. Ocean<br>4. Hemisphere<br>5. Human features<br>6. Physical features |
|              | Fieldwork opportunities: <ul style="list-style-type: none"> <li>Use maps, atlases and globes to explore the world and identify the seven continents and five oceans of the world.</li> </ul>   |   |  |  |  |  |

## Year 3

|            | <u>Title and National Curriculum area</u>  | <u>Substantive and Disciplinary Concepts and Knowledge</u>                     | <u>Prior Knowledge</u>   | <u>Components</u>  | <u>Composites</u>  | <u>Vocabulary</u>   |
|------------|--|--|--|--|--|---|
| <u>AT1</u> | <p>What makes a house a home?</p> <p>Local area - Lower KS2 -</p> <p>Chorley and the surrounding area eg: Rivington, Preston etc</p> | <p>Locational Knowledge<br/>Sustainability</p> <p>Map skills<br/>Fieldwork</p> | <p>UK countries and capitals and fieldwork in school grounds (Y1)</p> <p>Small area of UK (Y2)</p> | <ol style="list-style-type: none"> <li>1. Can I locate my local area and how does it fit in with other places, near and far?</li> <li>2. What is special about my local area?</li> <li>3. What can I find out about from a walk in my local area?</li> <li>4. How can we make a map to show what we have found out about the local area?</li> <li>5. How has this place changed over time?</li> <li>6. How might this place change in future?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>•the location of their local area (including where it is within the UK);</li> <li>•the main features of their local area</li> </ul> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> <li>•look at simple maps and aerial views of the local area, discussing its main features and how symbols have been used;</li> <li>•work together to create a simple map of the local area;</li> <li>•observe, record, discuss and ask questions about the main features of the local area, based on direct experience;</li> <li>•recognise how an area is changing and that it can have both positive and negative implications.</li> <li>•use appropriate everyday vocabulary when describing local features.</li> </ul> | <ol style="list-style-type: none"> <li>1. Aerial</li> <li>2. Settlement</li> <li>3. Ordnance Survey map</li> <li>4. Perspective</li> <li>5. Scale</li> <li>6. Symbol</li> </ol> |

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|---------------------------|---|---|---|--|--|--|
|                           | <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>- Use atlases, maps and globes to locate counties and cities in the UK. Then use aerial photographs to locate human and physical features.</li> <li>- Plot routes using digital mapping and compass skills. Use fieldwork to take photographs in the local area</li> </ul> |   |   |  |  |  |
| <p><b><u>SpT1</u></b></p> | <p>What lies underground?</p> <p>Key aspects of volcanoes &amp; earthquakes (combined)</p>  | <p>Earth systems<br/>Interconnection<br/>Environment<br/>Sustainability</p> <p>Map skills<br/>Cause and Consequence</p> | <p>Weather and Seasons (Y1)</p> <p>Hot and cold places and continents and oceans (Y2)</p> | <ol style="list-style-type: none"> <li>1. What lies beneath the surface of the Earth?</li> <li>2. What happens when the Earth's plates meet?</li> <li>3. What goes on inside a volcano?</li> <li>4. What can we learn from some famous earthquakes?</li> <li>5. What can I find out about real volcanoes?</li> <li>6. How do earthquakes affect people and places?</li> <li>7. What help do people need before and after an earthquake?</li> <li>8. What could you do if an earthquake happened?</li> <li>9. What happens when a volcano erupts?</li> <li>10. What would it be like to live near a volcano?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>• the names and locations of the world's principal volcanoes and areas at risk from earthquakes;</li> <li>• the structure of the Earth, including what happens at plate boundaries;</li> <li>• the main features, causes and effects of volcanoes and earthquakes;</li> <li>• how people can respond to a natural disaster, such as an earthquake</li> </ul> <p>Children should be able to:</p> <ul style="list-style-type: none"> <li>- use maps and atlases to locate places with significant volcanoes and where significant earthquakes have occurred</li> <li>- use geographical vocabulary, including some technical terms, when describing the Earth's structure and the features of volcanoes and earthquakes.</li> </ul> | <ol style="list-style-type: none"> <li>1. Plate tectonics</li> <li>2. Core</li> <li>3. Crust</li> <li>4. Continent</li> <li>5. Boundaries</li> <li>6. Effect</li> <li>7. Impact</li> </ol> |

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|                    | <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>- Fieldwork in the local area to take photos to compare to photos of a volcanic area. Children collect, analyse and then present their findings.</li> <li>- Explore the Volcanic eruption and seismic activity taking place in Iceland currently. What happened there? How is it affecting the local people?</li> </ul>                         |   |  |  |  |  |
| <p><b>SpT2</b></p> | <p>What did the Romans do for us?</p> <p>Mountains</p>   | <p>Locational Knowledge<br/>Environment<br/>Earth Systems</p> <p>Map skills<br/>Research and enquiry<br/>Similarities and differences</p> | <p>UK countries and capitals and fieldwork in school grounds (Y1)</p> <p>Small area of UK (Y2)</p> | <ol style="list-style-type: none"> <li>1. What is a mountain?</li> <li>2. How are mountains made?</li> <li>3. What is it like on a mountain?</li> <li>4. What are the UK's highest mountains like?</li> <li>5. What is it like in the Himalayas?</li> <li>6. What can I find out about the world's highest mountains?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>-the names and locations of the world's principal mountains;</li> <li>-the main features and types of mountains;</li> <li>-how some people have adapted to life in mountainous areas (e.g. activity).</li> <li>-how these landscapes are used by people and affected by human activity</li> </ul> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> <li>• use detailed maps and aerial views of mountains and ranges to inform their understanding of their location, use and features;</li> <li>• use map references to locate some of the world's principal mountains;</li> <li>• use geographical vocabulary when describing mountains and ranges.</li> </ul> | <ol style="list-style-type: none"> <li>1. Summit</li> <li>2. Landform</li> <li>3. Valley</li> <li>4. Climate</li> <li>5. Mountain range</li> <li>6. Avalanche</li> </ol> |
|                    | <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>- Children will consolidate their learning about the Lake District by planning a holiday for tourists visiting a particular Lake District location. Children will need to provide information about location, climate, landscape, possible activities and other aspects of human geography.</li> <li>- Topography lesson - playdough</li> </ul> |   |  |  |  |  |

## Year 4

|            | <u>Title and National Curriculum area</u>   | <u>Substantive and Disciplinary Concepts and Knowledge</u>  | <u>Prior Knowledge</u>   | <u>Components</u>   | <u>Composites</u>   | <u>Vocabulary</u>  |
|------------|---|---|--|---|---|--|
| <u>AT2</u> | <p>Would Henry the VIII be a successful king in 2023?</p> <p>Food and farming</p> | <p>Interconnection<br/>Environment<br/>Sustainability</p> <p>Map skills<br/>Fieldwork<br/>Cause and consequence</p> | <p>Hot and cold places and continents and oceans (Y2)</p> <p>Volcanoes and Earthquakes and Local area study (Y3)</p> | <ol style="list-style-type: none"> <li>1. Where does our food come from?</li> <li>2. Who grows our food?</li> <li>3. How is land used to make our food?</li> <li>4. What choices do I have about food and farming?</li> <li>5. How have food choices changed over time?</li> <li>6. What does data show us about food choices?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>• Where some common foodstuffs come from;</li> <li>• Some of the processes involved in food production, trade and distribution;</li> <li>• Some of the human and environmental issues involved in food production, trade and distribution.</li> </ul> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> <li>• Locate the origins of some common foodstuffs;</li> <li>• Generate questions and evaluate choices about food production, trade and distribution;</li> <li>• Use appropriate vocabulary when describing and evaluating issues in food and farming.</li> </ul> | <ol style="list-style-type: none"> <li>1. Trade</li> <li>2. Economic</li> <li>3. Cultural</li> <li>4. Source</li> <li>5. Production</li> <li>6. Agriculture</li> <li>7. Ethical</li> </ol> |

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|                    | <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>- Fieldwork in the local area to create a sketch map. Visit to a farm to explain how land is used for different types of farming.</li> <li>- Explore food production, farming and agriculture locally.</li> <li>- Children use digital mapping to calculate food miles. Present findings to class. Conduct a sustainability survey.</li> </ul> |   |   |  |   |  |
| <p><b>SpT2</b></p> | <p>Would you like a one-way ticket to Europe?</p> <p>European Region</p>  | <p>Locational Knowledge<br/>Diversity</p> <p>Map skills<br/>Similarities and Differences<br/>Research and Enquiry</p> | <p>UK countries and capitals and fieldwork in school grounds (Y1)</p> <p>Small area of UK (Y2)</p> <p>Local area and Mountains (Y3)</p> | <ol style="list-style-type: none"> <li>1. Where is Europe and what are its countries like?</li> <li>2. Why would you visit the Mediterranean?</li> <li>3. Why are migrants coming to Greece?</li> <li>4. What is the landscape of Greece like today?</li> <li>5. Where would you visit in Athens?</li> <li>6. How does everyday life in Athens compare with that in other places?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>□ the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;</li> <li>□ ways in which human processes operate within the Mediterranean, Greece and Athens;</li> <li>□ ways in which the landscape of the region is used by people and affected by human activity;</li> <li>□ ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with the places studied in the UK, The Americas and Africa;</li> <li>□ about place-specific patterns of continuity and change (past, present and future).</li> </ul> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> <li>□ confidently use globes and atlases to locate Greece and the Mediterranean within the world and the European continent;</li> <li>□ use and interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it;</li> <li>□ look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;</li> <li>□ use and apply geographical vocabulary confidently and in context, conveying a distinctive sense of place when describing the location and distinctive features of the Mediterranean, Greece and Athens</li> </ul> | <ol style="list-style-type: none"> <li>1. Temperate</li> <li>2. Civilisation</li> <li>3. Migrant</li> <li>4. Industry</li> <li>5. Coast</li> <li>6. Mediterranean</li> <li>7. Tourism</li> </ol> |



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|              | Fieldwork opportunities: <ul style="list-style-type: none"> <li>- Research a region of Greece within Europe independently, generate a questions, use a variety of sources of information to carry out research and then present their finding.</li> <li>- Use maps, atlases and globes to identify continents and then focus on Europe. Children produce keys and annotate maps to show their understanding</li> </ul> |   |   |  |   |  |
| <u>SumT1</u> | Where do rivers start?<br><br>Rivers   | Earth system<br>Locational Knowledge<br>Environment<br>Sustainability<br><br>Map skills<br>Fieldwork<br>Cause and consequence | Weather and Seasons (Y1)<br><br>Small area of UK and, Hot and Cold places Continents and Oceans (Y2)<br><br>Local area and Mountains (Y3) | <ol style="list-style-type: none"> <li>1. What is a river?</li> <li>2. How do people use rivers around the world?</li> <li>3. What journeys do rivers make?</li> <li>4. How do people change rivers?</li> <li>5. How can flooding affect communities?</li> <li>6. What can I find out about the world's longest rivers?</li> </ol> | <u>By the end of this topic, children should know:</u><br><input type="checkbox"/> the key elements and features of a river and of the water cycle;<br><input type="checkbox"/> the names of - and key information on - the world's main rivers.<br><u>Children should be able to:</u><br><input type="checkbox"/> interpret and explain key information on rivers;<br><input type="checkbox"/> measures; evaluate a range of possible flood prevention<br><input type="checkbox"/> confidently use globes, atlases and maps to locate the world's principal rivers;<br>- use appropriate geographical vocabulary when describing the water cycle, rivers and river features. | <ol style="list-style-type: none"> <li>1. Water cycle</li> <li>2. Source</li> <li>3. Mouth</li> <li>4. Tributary</li> <li>5. Meander</li> <li>6. V shaped valley</li> <li>7. Floodplain</li> </ol> |
|              | Fieldwork opportunities: <ul style="list-style-type: none"> <li>- Topography of a river</li> <li>- School trip to Brockholes?</li> <li>- Visit our local river Chor</li> <li>- Follow a river from source to mouth - maps</li> </ul>   |   |   |  |   |  |

## Year 5

|                   | <u>Title and National Curriculum area</u>    | <u>Substantive and Disciplinary Concepts and Knowledge</u>   | <u>Prior Knowledge KS2 onwards</u>  | <u>Components</u>   | <u>Composites</u>  | <u>Vocabulary</u>  |
|-------------------|--|--|---|---|--|--|
| <b><u>AT1</u></b> | <p>How was our kingdom united?</p> <p>UK</p> | <p>Locational Knowledge<br/>Sustainability</p> <p>Map skills<br/>Research and Enquiry<br/>Similarities and Differences</p> | <p>Local area and Mountains (Y3)</p> <p>Land use, agriculture and energy (Y4)</p> | <ol style="list-style-type: none"> <li>1. What is unique about each of the UK's countries?</li> <li>2. Where do people live in the UK?</li> <li>3. What are the main physical features of the UK?</li> <li>4. How do human activities affect the UK's landscape?</li> <li>5. What work do people in the UK do?</li> <li>6. How can the UK manage its energy needs?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>□ scales, from the global the location and principal features of the UK when seen at a range of to the immediately local;</li> <li>□ ways in which human processes (such as economic and political processes, energy distribution, land use, settlement and change).</li> <li>□ ways in which the landscape of the UK is used by people and affected human activity.</li> </ul> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> <li>□ production and maps and those showing data such as population density, crop their understanding of it (e.g. political, relief and Ordnance Survey interpret a range of maps of the UK and apply this information to the natural environment);</li> <li>□ use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;</li> <li>□ the UK. use geographical vocabulary when describing the UK.</li> </ul> | <ol style="list-style-type: none"> <li>1. Landmark</li> <li>2. Landscape</li> <li>3. Land use</li> <li>4. Industry</li> <li>5. National Park</li> <li>6. Energy</li> </ol> |

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|                   | Fieldwork opportunities:<br>- Use aerial photographs and maps to locate the four counties and capital cities of the UK. |  |   |  |  |   |
| <b>SpT1&amp;2</b> | How is the Amazon amazing?<br><br>South America - the Amazon basin  | Locational Knowledge<br>Sustainability<br>Interconnection<br>Environment<br><br>Map skills<br>Research and Enquiry<br>Similarities and Differences | Local area and Mountains (Y3)<br><br>Land use, agriculture and energy and Rivers (Y4) | <ol style="list-style-type: none"> <li>1. Where is The Amazon in South America?</li> <li>2. Why does the Amazon matter?</li> <li>3. Why does the Amazon need to be protected?</li> <li>4. What is it like in a rainforest city?</li> <li>5. How does the Amazon Basin compare with other places we have studied?</li> <li>6. What do I know about the Amazon Basin?</li> </ol> | <u>By the end of this topic, children should know:</u><br>□ South Amazon, comparing and contrasting it with the location and principal features of the -East Brazil; -what time zones are and how they are affected by longitude<br>□ the Amazon; water cycle and rainforests distinctively apply to how physical processes involving rivers, the □ forest are used. including questions about how the river and the about human activities in the Amazon basin,<br><u>Children should be able to:</u> □ confidently use globes, atlases and maps to South American continent; locate the Amazon within the globe and the south American continent<br>□ understanding of it; Amazon and apply this information to their interpret a range of maps and aerial views of the Amazon and apply this to their understanding of it.<br>-use globes and atlases to locate South-East Brazil and Rio de Janeiro within the South American continent and support their understanding of these places (e.g. within relevant climate and time zones);<br>□ use appropriate geographical vocabulary, conveying a distinctive sense of place when describing the Amazon, its location and features. | <ol style="list-style-type: none"> <li>1. Equatorial</li> <li>2. Tributary</li> <li>3. Biome</li> <li>4. Ecosystem</li> <li>5. Biodiverse</li> <li>6. Tropical</li> <li>7. Hemispheres</li> <li>8. Longitude and Latitude</li> <li>9. Time zones</li> </ol> |

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|                     | Fieldwork opportunities:<br>- Children will plan a school trip to the Amazon considering how they will get there, what they will wear and what sights they will see. Collect information to create a booklet - travel information, photographs of children dressed for the climate and the different sights, create an itinerary. |   |  |   |  |  |
| <b><u>SumT1</u></b> | Where does our food come from?<br><br>Climate zones and world trade   | Earth systems<br>Interconnection<br>Sustainability<br><br>Research and enquiry<br>Cause and Consequence | Mountains (Y3)<br><br>Land use, agriculture and energy and Rivers (Y4) | <ol style="list-style-type: none"> <li>1. Why does a place's location in the world affect its climate and what on earth is a climate zone?</li> <li>2. How is the climate in the UK different from that in the tropics?</li> <li>3. How does the climate vary around the world?</li> <li>4. What is the weather like on a typical day and what is special about each climate zone?</li> <li>5. Why do people trade?</li> <li>6. How does a banana/chocolate bar get to my high street?</li> <li>7. Can I map out the supply chain for a product?</li> </ol> | <u>By the end of this topic, children should know:</u><br>• where the world's main climate zones are (building on their prior understanding of hot and cold regions);<br>• how different climate zones affect the landscape, natural environment and human beings.<br><u>Children should be able to:</u> □ use globes and atlases to identify climate zones; □ use appropriate vocabulary when describing climate zones and map features (e.g. the Equator, the tropics, the world's hemispheres). | <ol style="list-style-type: none"> <li>1. Climate</li> <li>2. Axis</li> <li>3. Commodity</li> <li>4. Raw material</li> <li>5. Import</li> <li>6. Export</li> <li>7. Sourcing</li> <li>8. Supply chain</li> </ol> |
|                     | Fieldwork opportunities:<br>- Children use digital mapping to calculate food miles. Present findings to class.<br>- Fieldwork to supermarket to investigate where all the different crops come from.<br>- Children investigate plants found in diverse parts of the world, they will research this and present their findings.    |   |  |   |  |  |

## Year 6

|  | <u>Title and National Curriculum area</u>  | <u>Substantive and Disciplinary Concepts and Knowledge</u>  | <u>Prior Knowledge KS2 onwards</u>   | <u>Components</u>   | <u>Composites</u>   | <u>Vocabulary</u>   |
|--|--|---|--|---|---|---|
| <b>AT1</b>   | <p>What does it take to survive?</p> <p>World's key countries and features - North America</p> | <p>Locational Knowledge<br/>Diversity</p> <p>Map skills<br/>Research and Enquiry<br/>Similarities and Differences</p> | <p>South America and Amazon, Climate Zones and UK in Y5</p> <p>Europe in Y4</p> <p>Mountains, Volcanoes and Earthquakes Y3</p> | <ol style="list-style-type: none"> <li>1. What do I know about the location of key countries of the world?</li> <li>2. Where is North America and what is it like?</li> <li>3. Where and what is the United States of America?</li> <li>4. What are the Rockies like?</li> <li>5. What happened when Mount St Helens erupted?</li> <li>6. Which US state would I like to live in and why?</li> <li>7. How does New York compare with my home area?</li> </ol> | <p><u>By the end of this topic, children should know:</u></p> <ul style="list-style-type: none"> <li>□ the location, countries and main human and physical features of North America;</li> <li>□ what latitude and longitude are, and why they matter (e.g. for climate and navigation).</li> </ul> <p><u>Children should be able to:</u> □ use globes, atlases and maps to identify the main human and physical features of North America;</p> <ul style="list-style-type: none"> <li>-interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features;</li> <li>- use appropriate vocabulary when describing North America, including places, locations and features.</li> </ul> | <ol style="list-style-type: none"> <li>1. Longitude and Latitude (Y5)</li> <li>2. Glacier</li> <li>3. Wilderness</li> <li>4. Cascades</li> <li>5. State</li> <li>6. Hemispheres (Y5)</li> </ol> |
| <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>- Use ordnance survey maps to identify symbols and keys. Children plan a route using compass directions and grid references.</li> <li>- Use fieldwork to record, measure and observe human and physical geography of the local area and compare to an area in North America.</li> </ul> |  |   |  |   |   |   |

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|--------------------|--|---|--|---|--|--|
| <b>SumT1&amp;2</b> | Where would you like to be?<br><br>Coasts - linked to my region  | Locational Knowledge<br>Interconnection<br>Environment<br>Sustainability<br><br>Map skills<br>Fieldwork<br>Research and Enquiry<br>Similarities and Differences | Local area and Mountains (Y3)<br><br>Land use, agriculture and energy and Rivers (Y4)<br><br>UK (Y5) | <ol style="list-style-type: none"> <li>1. What are coastal features and how do they change over time?</li> <li>2. What are some key coastal features and processes?</li> <li>3. What are the advantages and disadvantages from living at the coast?</li> <li>4. What impact do humans have on coastlines?</li> <li>5. Can I use fieldwork to investigate some key coastal processes?</li> </ol> |  |  |
|                    | <p>Fieldwork opportunities:</p> <ul style="list-style-type: none"> <li>- Use atlases, maps and globes to locate counties and cities in the UK. Then use aerial photographs to locate human and physical features. Plot routes using digital mapping and compass skills. Use fieldwork to take photographs in the local area. Tie in with Fylde Conservation and Sealife conservation and rescue - investigate litter/plastic pollution</li> <li>- Children identify a regional feature that they would like to visit and use online information to plan a trip there using public transport, including distances, times and costs.</li> <li>- <a href="https://www.rgs.org/schools/resources-for-schools/coasts">https://www.rgs.org/schools/resources-for-schools/coasts</a></li> </ul> |   |  |   |  |  |