



Environment



Interconnections



Place

Airy Hill



Environmental impact



Environment

Geography

Curriculum



Scale



Space

Rationale.

Two years ago we taught geography as part of a mixed skills topic but there were concerns over the breadth and depth of geographical knowledge as well as clear skill progression. As a result, we moved to teaching geography as an discrete subject in 20/21 using an initial curriculum we had adapted from another school in the academy.

When we reviewed this at the beginning of the summer term 21, initial results were pleasing: there had been a clear positive impact on geographical learning throughout the school and children understood that geography was an individual discipline. However, it also highlighted some areas for improvement specifically:

- The need for more fieldwork
- Repetition of learning without progression
- The need to develop questioning and critical thinking skills
- Some units too big for learning at depth, others not rigorous enough
- Where units of learning were effective they did not necessarily form a cohesive and progressive approach across the key stages.
- The need to make the most of the resources we have around us.
- The need to look at places through the eyes of a geographer not a tourist.

We decided to work with the Geography Association and a consultant to develop our curriculum against these criteria and to help our pupils be active geographers who are able to question as well as understand the world they live in.

This first draft is just the beginning! This is a curriculum designed to grow and adapt to our needs. There is much here you will recognise and some that is new. It is not prescriptive, there is room for you to add and develop the framework yourself. We will look at providing training to help further develop your pedagogical skills and subject knowledge. We will review this over the year and with your help develop it into an outstanding learning journey for our children.

Geography : the big ideas

Our learning will reflect these eight geographical 'big ideas'. These themes reoccur throughout the curriculum so children can embed their knowledge of each and pro-

* these are adapted from the Geographical association



Place - what its like, what happens there, how it changes, emotion response.



Space - location, distribution, patterns and network connections, layout.



Environment - physical and human processes, actions, features, change



Scale - local, regional, national, global



Environmental impact - interactions, change, usage, effects, response



Cultural awareness— diversity, disparity, connections, social identity, values



Interconnections— links between features, places, events and people



Sustainable development - affordable, equality, clean, inclusive, climate friendly.

National curriculum coverage

Overview is a suggestion of how this topic might look /feel and explains how it fits into what the children know already

Main focus of Big ideas in this topic

What you will cover... the 'meat on the bones of the curriculum' Links to prior learning but builds skills and knowledge progressively

These key questions repeat across years and topics so children build on their knowledge and make links to prior learning/ topics 'how do I get here?' In yr 1 my school and year 3 London and year 5 North America for example.

Year 1 Autumn Where I live: My school

Place Space

Overview : we will investigate our classroom and make a map. We will use some key questions to talk about our classroom and our school : both the building and the people that use it. Can you make a map to help your friend find a treasure in the class? We will study our school outside area and make field maps. We will identify our school on aerial photographs and simple maps. What information do the maps give us? Can we map our school grounds? What are symbols? Can we make our own? We will use simple directional language and a compass . We will survey how people travel to school.

Key questions	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
What is it like? What happens here? Who works here? What job do they do? What can I see in this place Are they treated fairly? Where do they get their food? How do we travel here? What are the key features? Who uses this place? Where is this place in relation to the local area / wider area?	<ul style="list-style-type: none"> Develop locational knowledge about our school Develop locational vocabulary Collect and communicate data Interpret maps and aerial photographs Communicate information through maps and sketches 	<ul style="list-style-type: none"> Use simple fieldwork skills to study the geography of the school Make simple observations about the geography of the classroom and school Ask simple geographical questions Introduction to maps and keys using aerial photographs and plan perspectives to compare Simple compass directions NSEW locational and directional language eg: near far left right to describe locations of features and routes on a map Draw simple maps Carry out a survey 	<ul style="list-style-type: none"> Map of school grounds Use a simple map to plan a route Simple pictogram / graph to show how people travel to school.

Possible enquiry
Where is the best place to play?

Field work
School grounds exploring, investigating mapping.

Possible extended enquiry (optional and being developed)

Field work linked to this topic

Expected outcomes. 3 per unit. The rest are up to you

	Autumn	Spring	Summer
EYFS	<i>Natural materials, what is the same and different, countries, hearing and feeling in the environment and where is our school.</i>		
Year 1	Where I live—My school Place / space / environment	Investigating the weather in my country Environmental impact / scale	Let's visit -Hot and cold places Place, space, cultural awareness
Year 2	Where I live—my town Place / space /interconnections/ environ-	Our blue planet - oceans Scale / environmental impact	Let's visit - Australia Scale / cultural awareness / environment
Year 3	Our place on the Earth Place / space /interconnections/	Mountains, volcanoes and earthquakes Environment / environmental impact, scale	Let's visit—London Place/ interconnections / sustainable development
Year 4	Where we live -the British Isles and Europe Place / space /interconnections/	Let's visit—the Mediterranean –Greece Scale / cultural awareness / environment / place	Our planet—biomes Scale / environmental impact / sustainable development
Year 5	Where we live—the countries and counties of the UK place/ cultural awareness / environment	Let's visit North America Scale / cultural awareness / environment / place	Investigating rivers Environment / sustainable development
Year 6	Lets visit South America –Brazil Scale / cultural awareness / environment / place	Investigating Global trade Environmental impact /sustainable development/ interconnections	Where we live : investigating coasts Environment / environmental impact / place



Place



Space



Environment

Overview : we will investigate our classroom and make a map. We will use some key questions to talk about our classroom and our school : both the building and the people that use it. Can you make a map to help your friend find a treasure in the class? We will study our school outside area and make field maps. We will identify our school on ariel photographs and simple maps. What information do the maps give us? Can we map our school grounds? What are symbols ?can we make our own? We will use simple directional language and a compass . We will survey how people travel to school.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What is it like? What happens here? Who works here? What job do they do? What can I see in this place Are they treated fairly? Where do they get their food? How do we travel here? What are the key features? Who uses this place? Where is this place in relation to the local area / wider area?	<ul style="list-style-type: none"> Develop locational knowledge about our school Develop locational vocabulary Collect and communicate data Interpret maps and aerial photographs Communicate information through maps and sketches 	<ul style="list-style-type: none"> Use simple fieldwork skills to study the geography of the school Make simple observations about the geography of the classroom and school Ask simple geographical questions Introduction to maps and keys using arial photographs and plan perspectives to compare Simple compass directions NSEW locational and directional language eg: near far left right to describe locations of features and routes on a map Draw simple maps Carry out a survey 	Map of school grounds Use a simple map to plan a route Simple pictogram / graph to show how people travel to school.

Possible enquiry

Where is the best place to play?

Field work

School grounds exploring, investigating mapping.



Environmental impact



Scale

Overview: we will revisit our understanding of NSEW while locating the four countries of the UK, their capital cities and the surrounding seas. We will learn about the different weather we have and investigate if it is the same all over the UK. We will keep a weather diary and use equipment to help us record wind direction and rainfall. We will watch different weather reports and learn what the symbols mean. We will investigate what people need to know from a weather forecast and why. We will consider how the weather effects our lives and what effect extreme weather can have.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>Where is my country?</p> <p>Where do I live in my country?</p> <p>What types of weather do we have?</p> <p>How does the weather effect me?</p> <p>Is the weather the same all over the uk?</p> <p>How does the weather change over the year?</p> <p>What is a weather report?</p> <p>How can we monitor the weather?</p> <p>what would I need to wear in the summer? On a rainy day? In the winter?</p> <p>What can I do in the winter I can't do in the summer?</p> <p>What happens if there is too much rain?</p>	<ul style="list-style-type: none"> • Collect and analyse data gathered through fieldwork • Interpret maps • Record geographical information using quantitative skills. • Identify seasonal weather patterns in the United Kingdom • Develop basic geographical vocabulary 	<ul style="list-style-type: none"> • Name the four countries of the UK, capital cities and surrounding seas • Use world maps and globes to identify the UK and begin to locate other countries. • Name weather types in the UK. • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols. • Make recordings about the weather • Explain how weather can affect people's lives in the UK 	<p>Keep a record of weather conditions using a weather station.</p> <p>Make a weather report video using weather symbols</p> <p>Explain how different weather effects us design outfits for(emperor / weather ted?)</p>

Possible enquiry

Field work

Use rain gauges, thermometers and wind vanes along with observations of clouds and the ground and garden.



Place



Scale



Cultural awareness

Overview : we will revisit our understanding of where the uk is on the globe and what we learned about the weather here. We will discover where the North and South poles are and consider what it is like there. We will learn about the Equator and locate some of the hot Countries to be found near here using 'meerkat mail' to help us. We will research what life is like for children in a hot dry country and write our own postcards as we explore and learn more. We will compare what we know about the uk and our weather to that of an equatorial country.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>Where are the hottest / coldest places in the world?</p> <p>What is it like there?</p> <p>What can I see in this place?</p> <p>Who lives there?</p> <p>What jobs do they do?</p> <p>How do you travel here?</p> <p>What do people do here>?</p> <p>How does the weather effect people there?</p> <p>Are they treated fairly?</p> <p>Where do they get their food?</p> <p>What is changing here? Why?</p>	<p>Begin to locate globally significant places</p> <p>Begin to explore the physical and human characteristics of locations around the globe</p> <p>Communicate geographical information in writing</p> <p>Locate hot and cold places in relation to the equator and poles.</p>	<ul style="list-style-type: none"> Use world maps and globes to identify the Equator and the North and South Poles. Use atlases and globes to begin to locate some continents and countries. Locate hot and cold countries of the world. Make comparisons between different places studied including day length, average temperature and average rainfall. Explain some dangers of the weather Explain how weather can affect people's lives in other parts of the world. 	<p>Locate hot and cold places on a world map and globe</p> <p>Meercat mail postcards .. Recreate for a penguin or polar bear.</p> <p>Would you rather live in (hot place) or (cold place) explain why.</p>

Possible enquiry

Can polar bears live in the tropics?

Field work

Zoo visit

Critical thinking

Why don't penguins live here?



Place



Space



Interconnections

Overview: we will briefly recap our knowledge of map symbols and directional language before extending this with recognising some OS symbols and introducing simple coordinates to locate landmarks. We will investigate the land use in our local area starting with our journey to school and extending to our town. We will map where there are homes, businesses and services. We will survey what kind of shops we can find in our town and consider who would use them. All of this will help us consider tourism in our area and help us to consider the positive and negative impact of tourism on the local environment and local people.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What can I see when I walk around our town? What is the land being used for? What are the buildings like? What are homes like? what are the key features? (human and physical) How do we connect to other places? Where could I get to from here? (from a bus, a train?) what jobs do people do here? How does tourism effect Whitby? What environmental impact does tourism have of whitby? What is changing here? Why?	Collect and analyse data from fieldwork Use maps, photographs and aerial images to recognise landmarks and basic human fetures Use first hand observation to enhance local awareness Use simple fieldwork and observation to study the surrounding environment. Develop basic geographical vocabulary	<ul style="list-style-type: none"> Recognise familiar places in our local area. Use maps and aerial images to gather information about the local area and locate places/ landmarks using simple coordinates (A, 4) Recap and use compass directions, locational/ directional language to describe locations Use a growing range of map symbols in a key. Use simple fieldwork skills to study the geography of the local area. and make simple observations. Plot a simple route on a map. Recognise how people can affect the environment. (litter, air pollution etc from tourism) Express views about the environment and begin to suggest improvements with reasoning. 	Map a route from my house to school. Design and complete a survey of what jobs people in their families do. Poster and video campaign to improve the local environment.

Possible enquiry

Are all 'tourists' human? What animals come here? (birds, dolphins,) where do they come from and why.

Field work

- Walk around the local area to school, look at buildings and purpose
- Complete a shop survey in town



Scale



Environmental impact

Overview : we will look at pictures of our earth from space and use globes to help us visualise our world. We will learn to locate the continents and oceans and distinguish these from countries. We will discover how the oceans keep our planet warm find out about what lives in our oceans, how deep they are and how humans use them. We will read 'the little Blue planet' and consider how pollution and climate change is effecting our oceans.

<https://esriocceans.maps.arcgis.com/apps/Cascade/index.html?appid=70f95ebd47754b1a905459a14387e198>

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>Why is our planet called 'the blue planet'?</p> <p>What does our planet look like from space?</p> <p>Why are maps different to globes?</p> <p>Where do people settle?</p> <p>What are continents?</p> <p>What is the difference between an ocean and a sea?</p> <p>Why are oceans important?</p> <p>how do humans effect the oceans?</p> <p>What is climate change?</p> <p>How does climate change effect ocean</p>	<ul style="list-style-type: none"> • Locate the worlds oceans and continents • develop geographical questions – Where is it? What is this place like? How near/far is it? • Develop knowledge of globally significant places—marine • Understand the interdependence of human and physical features of the world. 	<ul style="list-style-type: none"> • Understand that the world is spherical. • Locate and name the seven continents and five oceans of the world correctly. • Learn how the oceans and currents effect climate • Recognise that the UK lies within the Atlantic Ocean. • Explore how people use the oceans (global shipping, fishing, salt production)) • Identify how climate change effects oceans and ocean life. How has it been impacted by plastics? 	<p>Label the continents and oceans on a world map.</p> <p>Make a presentation on climate change /global warming</p> <p>Write a letter to the 'little blue planet' explaining how we will help.</p>

Possible enquiry

Is the ocean all one?

Field work

Sea life centre?

Visit beach and make field sketch of human and physical features.



Place



Interconnections



Cultural awareness

Overview: We will discuss what we already know about Australia and think about questions we would like to find about. We will locate Australia on a map and globe and compare how big it is compared to the UK. Because it is so large we will look at what the weather and landscape is like in different areas. And compare life in a small part of the UK to life in small locations in Australia (one in the north and one in the south?) We will begin to learn about the Aboriginal culture and how they are the true Australians. We will consider European migration into the country.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What do I know about this place? What would I like to know? What can I see here? What is the land being used for? what are the key features? (human and physical) What do people do here? Are they treated fairly? How could we get there? What is the weather like here? Who lives here? How are things the same and different here? What is changing here? Why?	<ul style="list-style-type: none"> To ask geographical questions – Where is it? What is this place like? How near/far is it? What do people do here? Communicate information in a variety of ways. Understand similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country. Identify weather patterns 	<ul style="list-style-type: none"> Locate Australia and its major cities on a map. To recognise the scale of Australia compared to the UK and identify the different climate zones within the continent. Describe human and physical features of Australia and begin to give the location of some of these features. Begin to understand what ‘culture’ means and begin to describe aspects of other cultures (Aboriginal) Compare one or two small areas of Australia with a small area of the UK (Whitby? Scarborough? York?) 	Draw a map of Australia and locate the capital city, some main cities and oceans. Plan a journey from Whitby to a Location in Australia including timing and prices . Write a travel guide to a Location in Australia.

Possible enquiry
Where in Australia might be most like Whitby? (towards Tasmania)

Field work
Link to Captain Cook? Visit museum?

Critical thinking
Should Captain Cook have claimed Australia?

Ayres Rock or Uluru ?



Place



Interconnections



Cultural awareness

Overview: we will recap yr1 learning on the equator and North and South poles then develop this by learning about the hemispheres and tropic line of latitude. We will make the link between climate zones and the relationship between these and their latitudinal location. We will then focus on Europe as a temperate zone and look at what the features of that are. We will begin to identify time zones across Europe and identify the position of major European capitals. Finally we will investigate how climate and day length alter as we explore life in the arctic circle.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What is it like there? What are the key features? What can I see in this place? Who lives there? What jobs do they do? How do you travel here? What do people do here>? How does the weather effect people there? Are they treated fairly? Where do they get their food? What is changing here? Why?	<ul style="list-style-type: none"> Develop knowledge of globally significant places Describe and understand key aspects of climate zones Identify the position and significance of latitude, longitude, hemispheres, tropics , artic and Antarctic circle. Locate the worlds countries – focus Europe 	<ul style="list-style-type: none"> Identify the equator, Northern and southern hemispheres on a globe and map. Identify lines of latitude: tropics of Cancer, Capricorn , Artic and Antarctic circles on a map and globe. Identify the key climate zones in relation to the equator. Identify lines of longitude in relation to Greenwich Identify our place geographically within Europe compare how the global position of major European capitals effects climate and time-zone in relation to the UK. Contrast life in a temperate country to that of life within the artic circle. 	Label the major lines of latitude on a map Label the major European countries on a map of Europe. Visit the people of the arctic circle (Bruce Parry) and write a letter home about your visit.

Possible enquiry
 What if all the Arctic ice melts?

Field work

Critical thinking
 Is it still ok to hunt for seal fur? (indige-nous peoples)



Environment



Scale

Overview, we will recap our learning from yr 2 on continents and oceans then link our geography to yr3 science learning on how rocks are formed. We will locate the major mountain ranges and discover how these form. We will understand that even in very hot countries mountains maintain their own climate. While gaining a basic understanding of plate movements we will discover how earthquakes happen and the impact these have on human societies. Will we learn how volcanoes form and look at what happened in Pompeii before considering why people still live near volcanoes today.



Environmental impact

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What is a mountain range? Where are the tallest mountains? Where are volcanoes found? How do volcanoes form? What makes earthquakes happen? How do we make cities safe from earthquakes? What happened at Pompeii? Why do people still live near volcanoes? What is changing here? Why?	<ul style="list-style-type: none"> Name and locate key topographical features and understand how these change over time Understand the processes that give rise to key physical features of the world Interpret a range of sources Communicate geographical information in a variety of ways Describe and understand key aspects of mountains, volcanoes and earthquakes. 	<ul style="list-style-type: none"> name the layers that make up the Earth Locate major mountain ranges Explain how mountains form name the key parts of a volcano show where most volcanoes are found categorise volcanoes as extinct, dormant or active explain how to keep safe during an earthquake (NZ emergency plans checklist) describe what happens when a volcano erupts describe some risks and benefits of living near a volcano (Napoli) explain why earthquakes occur Research what happened at Pompeii	Identify and label major mountain ranges in the UK and World Write a non chronological report on volcanoes of the world. Write a risk assessment for earthquake management.

Possible enquiry

Why do people still live near volcanoes?

Field work

Link to science . Collect and identify rocks . Create 'small world' images at the beach.

Critical thinking

What would you put in your grab bag?



Sustainable development



Interconnections



Place

Overview : we will build our understanding of different types of settlement and what are their characteristics. We will look at the capital cities of the UK on satellite images and compare the physical properties of their location before learning what makes a capital city. We will learn about the history of London and track how its population changed over time. We will look at migration to London at various times in history and consider why London has such a diverse population. We will then consider London as a contributor to the national economy due to tourism. We will ask why different people visit London and how their needs vary.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What are settlements? What are the characteristics of a city? What makes a capital city? Why is London our capital? Why is it where it is? How has London changed? What can I see here? What is the land being used for? what are the key features? (human and physical) How do we connect to other places? Where could I get to from here? what jobs do people do here? How does tourism effect London ?	Investigate types of settlement and land use Understand the key human and physical characteristics of major cities Recognise land use patterns and how these have changed over time Begin to discuss population, trade links and economic activities. Use four figure grid references, symbols and keys to build knowledge of the UK.	<ul style="list-style-type: none"> Explain the role, size and characteristics of a village, town and city. Identify and compare the four capitals of the uk using satellite images and plan representations. Understand the key features that made London a key settlement in the past Recognise how London and its population has changed over time. To make the link between population and settlement and understand reasons for why London has a diverse population Explore why visitors come to London and how their needs and interests vary. 	Make a pictogram comparing populations of Capital cities. Use a four figure grid reference to locate key tourist destinations on a map. Plan a visit for a specific kind of tourist in London including tourist attractions and directions from London Kings Cross using the underground.

Possible enquiry

What is a national park city and how does this impact sustainability in London.

Field work

Critical thinking opportunities

Why do people think the way they do about London?



Place



Interconnections



Space

Overview : recap our locational knowledge of the UK from KS1 then develop this by gaining an understanding of the political maps of the UK. We will grow our directional understanding by expanding to 8 point compass directions and use this to help us describe the location of the main islands that surround the mainland. We will also recap and develop our understanding of Latitude and time zones. We will then focus on life in the Shetland islands and how this compares to our life on the mainland. Finally we will consider the uk's political relationship with Europe and grow our knowledge of the European union.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>How do we locate places?</p> <p>What are the British Isles?</p> <p>What do I know about this place?</p> <p>What would I like to know?</p> <p>What can I see here?</p> <p>What is the land being used for?</p> <p>what are the key features? (human and physical)</p> <p>How could we get there?</p> <p>What is the weather like here? Who lives here?</p> <p>How are things the same and different here?</p> <p>What is Europe? What is The European union?</p>	<p>Extend understanding of the united kingdom</p> <p>Identify the position and significance of latitude, longitude and time zones.</p> <p>Locate the worlds geographical regions and compare this to political regions</p> <p>Describe types of settlement and land use</p> <p>Use 8 points of a compass and four figure grid references .</p>	<p>Be able to identify the difference between the British isles, Great Britain and the United Kingdom</p> <p>Locate the main Islands that surround great Britain</p> <p>Use 8 points of a compass including to locate the main islands around great Britain</p> <p>Understand latitude, Greenwich meridian and time zones</p> <p>Investigate how the longitude of the Shetland islands effects its climate and day length. (compare life in Shetland Islands to mainland uk?)</p> <p>Know the difference between Europe and the European Union</p> <p>Know the countries of the European union</p>	<p>Produce annotated maps of the British isles, great Britain and the united kingdom including major islands.</p> <p>Create a treasure hunt around the school grounds using 8 points of the compass and directional language</p> <p>Plan a journey from Whitby to Unst in the Shetland Isles</p>

Possible enquiry

Why is Greenwich the prime meridian?

Where in Europe has the longest day?

Field work

Treasure hunt / geocaching?

Visitor to talk about Shetlands or island life.



Place



Environment



Cultural awareness

Overview: we will consider where we have visited in Europe and recap our locational knowledge of European countries. We will locate the Mediterranean sea and the countries that border it. Have we visited any of these? What was it like? We will then focus on Greece and learn about physical features, climate, farming and settlement locations. Finally we will look at a small location in Greece and compare it to life here in Whitby. All through this topic we will make comparisons looking at similarities and differences.

<https://www.rgs.org/schools/teaching-resources/the-mediterranean/>

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What do I know about this place? What would I like to know? What can I see here? What is the land being used for? what are the key features? (human and physical) How could we get there? What is the weather like here? Who lives here? How are things the same and different here? How does tourism effect Greece? What is the climate here?	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of Whitby and a region in a European country Human geography: settlement and land use, economic activity and trade links. Locate the worlds countries using maps and globes. 	<ul style="list-style-type: none"> To identify where countries are in the Mediterranean including Greece. Including knowledge of :Where does the Mediterranean Sea end? What does the Mediterranean form a part of? What does the Mediterranean connect to? Investigate how the latitude of the Greece effects its climate Use satellite and plan maps to identify the key physical features Use satellite and plan maps to identify settlements and population spread. Investigate what foods are farmed here and how does that impact diet and international trade Investigate a small location in Greece 	Message in a bottle from a country in the Mediterranean Write a holiday brochure for tourists visiting Greece. Compare and contrast life in a small town in Greece to the Whitby in the UK.

Possible enquiry

Field work



Place



Environmental impact



Sustainable development

Overview : we will recap our yr3 learning on climate zones and introduce biomes and how they are linked to climate. Identify, locate examples on maps /globes and describe the key biomes :rainforest, temperate forest, desert, tundra, grassland and Savana. (These are terrestrial biomes, but aquatic ones exist and you may want to introduce examples) We will visit a local woodland and record observations in field sketches while familiarising ourselves with this woodland biome. We will learn about the temperate rainforests of the UK and the threats to their survival. Finally we will focus on desert biomes, challenge stereotypes , explore and compare different types of deserts.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>Where are the major biomes of the world found?</p> <p>What is it like there?</p> <p>What can I see in this place?</p> <p>Who and what lives there?</p> <p>What grows here?</p> <p>How do you travel here?</p> <p>What do people do here?</p> <p>How does the weather effect people there?</p> <p>How is climate change effecting these places?</p> <p>What is changing here? Why?</p>	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. location and characteristics of a range of the world’s most significant human and physical features. . Locate the worlds countries using maps and globes. 	<ul style="list-style-type: none"> Describe the features of key biomes : rainforest, temperate forest, desert, tundra, grassland and savanna. Compare the effect climate has on biomes across the world Consider how climate change and human activity might be effecting biomes 	<p>Locate examples of key biomes on a map</p> <p>Create a field study of a local woodland</p> <p>Write a nonchronological report on different deserts OR a reasoned argument on deforestation.</p>

Possible enquiry

Grims Ditch. Essential for transport links or loss of endangered habitat?

Field work : Visit local woodland, Maybeck? Make field sketches and record habitat in a variety of ways e.g barks and leaf rubbings, pressed foliage. Experience the environment using sight, touch, smell and listening.



Place



Space



Cultural awareness

Overview: we will revisit the four Countries of the UK and deepening our understanding by learning about their population data and cultural characteristics including language. We will then use ariel mapping and OS contour maps to develop awareness of regional geography and then consider how this effects both settlement and farming in the regions overtime. We will consider the impact of the industrial revolution in Yorkshire and how this caused population migration. We will focus on the counties through their products. Finally we will then multiculturalism in the Uk (using knowledge of London from YR3) and considering migration into the UK

<https://www.rgs.org/schools/teaching-resources/the-united-kingdom/>

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>How are the parts of the UK similar and how are they Different?</p> <p>Where does farming happen?</p> <p>Where do people choose to live and why?</p> <p>What happens in our cities?</p> <p>What happens in the countryside?</p> <p>How are we linked to the other areas of the country?</p> <p>Where have you been ? What did you see?</p> <p>What makes us unique? How are things changing?</p> <p>What cultures make up our population?</p>	<ul style="list-style-type: none"> Name and locate counties and cities of the UK,. To recognise Geographical regions of the UK and their identifying human and physical characteristics and land-use patterns. Use ordinance survey maps to build their knowledge of the united kingdom. Understand how land-use and population spread has changed overtime. 	<ul style="list-style-type: none"> To identify constituent countries of the UK, their national emblems, population data and characteristics and cultural characteristics including language, traditions and ways of life Locate Yorkshire on a map and it's key cities and tourist attractions. Use aerial photographs and topological mapping to investigate key physical and human features of the UK Explore topographical similarities and differences between regions of the UK and how this influence farming and local produce To understand how processes of globalisation and migration have led to Britain being a multicultural society, and to recognise trends and patterns resulting in some areas being more culturally diverse than others. 	<p>Locate the county of Yorkshire and its key cities on a map as well as other major UK cities.</p> <p>Create a sales pitch for traditional regional food products.</p> <p>Create a bar graph from the 2011 census (2021 if available) showing the different ethnic groups living in England and Wales.</p>

Possible enquiry

How has land-use changed in Whitby/ Scarborough over time?

Field work



Place



Environment



Cultural awareness

Overview: we will revisit our global understanding of continents, seas and climate zones. In relation to North America. We will look at the topographical geography of North America and locate key topographical features as well as oceanic features such as the mid Atlantic ridge and fault lines / earthquake zones. We will then focus in on a region of North America (the Caribbean) and look in detail at that area in geographical terms and compare this with our prior learning on North Yorkshire. We will consider land-use productivity, trade, settlement, weather and travel while developing our cultural

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>What do I know about this place? What would I like to know?</p> <p>What can I see here?</p> <p>What is the land being used for?</p> <p>what are the key features? (human and physical)</p> <p>Who lives here? What jobs do they do?</p> <p>How do you travel here?</p> <p>What do people do here>?</p> <p>How does the weather effect people there?</p> <p>Are they treated fairly?</p> <p>Where do they get their food?</p>	<ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places. Locate north America and understand its environmental regions, key physical and human characteristics and major cities. Understand geographical similarities and differences through a study of a region within North America 	<ul style="list-style-type: none"> Explore the wider geography of the USA. Its climate zones, mountains rivers and earthquake zones. Types of settlement and land use. identify similarities differences between the climate of the Caribbean in North America and where they live. (study hurricanes and their impact) identify similarities and differences between the human geography of the Caribbean and where they live(types of settlement, land-use, economic activity including trade links— (bananas?) 	<p>Annotate a map of north America using atlases to locate states and key features of each</p> <p>Write a detailed report comparing the similarities and differences between North Yorkshire and a location in North America.</p>

Possible enquiry

Where do hurricanes happen ? How do they impact life in the Caribbean?

Field work



Environment



Sustainable development

Overview: we will recap our early learning on weather before learning about the water cycle including the difference between what happens to rainfall in an urban and rural environment. We will then learn about the different features of a river and how to identify these. (start at the mouth of the river Esk and move back towards a river source?) as we learn we will discover how water shapes our landscapes. We will use OS maps and photographs to help identify topographical features and begin to use 6 figure grid references . We will consider how we use rivers and the impact of flooding.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
How does a river start? Where does it go? Why do different parts of the river look different? Do rivers stay in the same place? What happens when they flood? Is flooding always bad? What is a waterfall? Where does that water come from? How do we use rivers? How do humans change rivers?	Describe and understand key aspects of the water cycle. Describe and understand key aspects of rivers Locate key topographical features including rivers Use fieldwork to observe, measure, record and present physical features . Use 6 figure grid references.	<ul style="list-style-type: none"> List the main events in the water cycle Compare the features of a river at different points along its course. Describe how water erodes a riverbank. Describe how deposition changes the shape of a river. Explain how meanders form. Describe how waterfalls are formed. Identify meanders on a map and photograph Compare the length of rivers. Research the major rivers of the world. List some ways that rivers are used and consider the impact of this on the environment. 	Create an annotated water cycle Create a presentation on the parts of a river and how water travels to the sea. Conduct a study of the river Esk and write a report

Possible enquiry

Field work
 River study
 River walk



Place



Interconnections



Cultural awareness

Overview: we will revisit our global understanding of continents, seas and climate zones. In relation to South America. We will look at the topographical geography of South America and locate key topographical features and countries. We will then focus in on Brazil, comparing it's size against the size of Europe. Knowing what we do about Europe We will consider how different life is across Brazil. We will then further focus our attention on one small region of Brazil in relation to land-use productivity, trade, settlement, weather and travel while developing our cultural awareness and making comparisons.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What do I know about this place? What would I like to know? What can I see here ? What is the land being used for? what are the key features? (human and physical) How could we get there? What is the weather like here? Who lives here? How do they live here? What jobs do they do? Is it fair? What is changing here? Why?	<ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places. Locate South America and understand its environmental regions, key physical and human characteristics and major cities. Understand geographical similarities and differences through a study of a region within South America 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to name and locate South America, Brazil and surrounding countries and oceans. Describe and understand key aspects of physical geography, including biomes and vegetation belts, climate zones rivers and mountains. Locate environmental regions of Brazil. Understand types of settlement and compare life in rural and urban areas of Brazil Find the differences between life of the rich and poor and understand how the two live side by side Research indigenous peoples of Brazil 	Create climate graphs Venn diagram to show differences and similarities between different areas of Brazil Research study on rainforest and indigenous tribe

Possible enquiry

Who are the indigenous peoples of Brazil?

Field work



Interconnections



Cultural awareness



Sustainable development

<https://www.rgs.org/schools/teaching-resources/global-trade/>

Overview: We will identify the distribution of global businesses and compare the difference between more and less economically developed countries. We will draw on our learning from throughout the key-stage. We will consider where our food comes from and investigate the possible global impact of food miles. We will also learn about food production and the importance of this for the economies of less developed countries. Finally we will learn about Fairtrade and consider the sustainability of food production in the future.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>What is a global company? Where are they based?</p> <p>Do they operate ethically? Is it fair?</p> <p>How does physical geography effect international trade?</p> <p>What does the UK export and import most of?</p> <p>Where do the foods we eat come from?</p> <p>What is the global impact of importing foods?</p> <p>How can we make food more sustainable?</p> <p>What is fair trade?</p>	<ul style="list-style-type: none"> • Locate the worlds countries and major cities • Develop knowledge of the distribution of natural resources. • Understand the interconnections between countries through trade links • Consider the environmental and human impact of international trade 	<ul style="list-style-type: none"> • Locate global companies on a map. • Look at physical geography in relation to trade. • Use research skills to discover how trade has changed through time through time. • Use maps and atlases to locate the source of a range of foods. • Calculate distance travelled by products using map scale. • Use maps and atlases to locate more and less developed countries. • Drawing conclusions from data. • Looking at case studies of Fairtrade industries 	<p>Trade timeline</p> <p>Annotated map to show where the food we eat comes from</p> <p>Poster / explanation text why pay more for fairtrade?</p>

Possible enquiry

What does the data tell us about the effectiveness of Fairtrade?

Field work

Trip to the supermarket?



Place



Environmental impact



Environment

Overview: we will think about beaches we have visited on holidays as well as our own and talk about what they have in common and what is different. What would we like to find out? We will learn about weathering and erosion. We will investigate how tides and the sea both erodes and deposit sediment. We will learn how coastal features are formed and identify the locations of famous UK coastal features. We will investigate our own beach and its ecosystem. By using historical maps, we will compare how our own coastline has changed and consider how it might evolve in the fu-

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>How is sand formed?</p> <p>Why do we have beaches?</p> <p>How are beaches different?</p> <p>What physical features would I see on the coasts of the UK?</p> <p>What is erosion?</p> <p>What are the consequences of erosion?</p> <p>What can I see on the beach?</p> <p>Has the coastline always looked like this?</p> <p>What can be done to prevent erosion?</p> <p>What will happen in the future?</p>	<ul style="list-style-type: none"> Describe and understand key aspects of coastal regions Understand how coastal regions change over time Consider the impact on coastal communities of coastal erosion Use fieldwork to observe, measure, record and present physical features . 	<ul style="list-style-type: none"> name different types of weathering describe how physical, chemical and biological weathering change rocks explain how erosion and deposition form coastal features explain how some coastal features are formed identify the location of some famous UK coastal features describe how a coastline might have looked in the past and how a coastline might look in the future Investigate the beach profile and longshore drift in two places and compare east cliff to west cliff What are the implications of coastal erosion in North Yorkshire (Robin hoods bay? St Mary's church Whitby) 	<p>Write a report on the impact coastal erosion has had in Whitby and what the implications are for the future.</p> <p>Create a video presentation to explain what has caused coastal features.</p> <p>A comparison of beach profiles (annotated diagrams)</p>

Possible enquiry

Field work
Beach studies, erosion, wave patterns



Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>Where would you find this?</p> <p>Where have you seen it before?</p> <p>Where do you think it comes from?</p>	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • Provide interesting natural environments for children to explore freely outdoors. • Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach • Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. 	<p>Encourage children to talk about what they see.</p> <p>Model observational and investigational skills. Ask out loud: "I wonder if...?"</p>
	<p>Continue developing positive attitudes about the differences between people</p>	<ul style="list-style-type: none"> • Ensure that resources reflect the diversity of life in modern Britain. • Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. 	
<p>Where do we live?</p> <p>Where have you visited?</p> <p>Where have you been on holiday?</p> <p>How did you get there?</p> <p>What was the same there?</p> <p>What was different there?</p>	<ul style="list-style-type: none"> • Know that there are different countries in the world . • talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Practitioners can create books and displays about children's families around the world, or holidays they have been on. • Encourage children to talk about each other's families and ask questions. • Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. 	<p>Children know they live in Whitby.</p> <p>Children know our country is Great Britain</p> <p>Children recognise there are different countries.</p>



Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
<p>Where is our school?</p> <p>What can you see here?</p> <p>How is the photograph different ? How is it the same?</p> <p>How do you travel here?</p> <p>Where else to you go near here?</p>	<ul style="list-style-type: none"> • Draw information from a simple map. • Experience ariel views, maps and photographs? • Be able to identify water, land, buildings, roads on ariel pictures. 	<ul style="list-style-type: none"> • Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. 	<p>Children can draw a simple map for familiar story (three little pigs?)</p>
<p>What can you see in this picture?</p> <p>How might it be different here? What might be similar?</p> <p>What would you like to know about this place?</p> <p>Would you like to go here?</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<ul style="list-style-type: none"> • .Teach children about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Listen to what children say about what they see. 	<p>Children begin to develop an understanding of a wider world where some things like weather and language are different but where many things are the same.</p> <p>Children can talk about places they would like to visit.</p>
<p>What can you see, hear, feel in this place?</p> <p>How does it look different here from the classroom / playground?</p> <p>How would you describe it ?</p> <p>What is it like?</p>	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Listen to children talk about what the ground is like under their feet. (e.g. playground, garden, beach) 	<p>Children begin to be aware of different environments.</p> <p>Children can talk about what they see around them.</p>

Appendix 1

Key locations covered by year group

Yr1	YR2	YR3	YR4	YR5	YR6
United Kingdom	Europe	Northern hemisphere	British Isles	North Yorkshire	Brazil
England	North America	Southern hemisphere	Shetland islands	West Yorkshire	Argentina
Scotland	South America	Tropic of Cancer	Isle of man	Lancashire	Chile
Wales	Australia	Tropic of Capricorn	Hebrides	Hebrides	Peru
Ireland	Asia	Greenwich	Jersey	Canada	Venezuela
Northern Ireland	Antarctica	France	Guernsey	USA	China
London	Arctic ocean	Italy	European union	Mexico	Japan
Edinburgh	Pacific ocean	Spain	Portugal	Caribbean	Thailand
Cardiff	Indian ocean	Greece	Turkey	Mississippi river	India
Belfast	Atlantic ocean	Germany	Egypt	Amazon River	
North Pole	Southern ocean	Russia	Libya	The Nile	
South Pole		Alps	Tunis	Congo	
Equator		Himalayas	Algeria	Ganges	
Africa		Rocky Mountains	Morocco	Rhine	
		Andes	Mediterranean sea	Danube	
		Pyrenees		Yangtze	

EYFS	Whitby	Scarborough	Sandsend	West Cliff	mountain	hill	sea	river	cliff
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