



Marlborough Primary Academy School – GEOGRAPHY Long Term Planning

Subject - GEOGRAPHY LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 - Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.
 - **Essential Knowledge highlighted red is the minimum key learning for every child within each unit of work.**

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>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.</p>	<p>PSED</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Work and play cooperatively and take turns with others</p>	<ul style="list-style-type: none"> • Literacy <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Work and play cooperatively and take turns with others</p>
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Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
MAPLE CLASS					
<p>Maple Class (Y1/Y2)</p> <p>Autumn 1</p> <p>My World and Me</p>	<p>This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name and locate the world's seven continents and five oceans. The unit also draws on the 'human and physical geography' strand of the national curriculum</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: 	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> • build knowledge of location, places and landscapes • understand conditions, processes and interactions that explain features, patterns and changes • apply skills in : <ul style="list-style-type: none"> ○ observing ○ collecting ○ analysing ○ evaluating ○ communicating 	<ul style="list-style-type: none"> • To find out where the UK, the equator and the poles are on a world map. • To compare the land features and climate of the UK and Ecuador. • To compare the capital cities of the UK and Ecuador. • To find out where different animals live in the world. • To identify physical and human features in aerial photos. 	<p>UK, equator, the poles, Ecuador, continents, oceans, weather, imaginary line, North, South, swamps, desserts, jungle, mountains, frozen, wet and dry season, temperature, physical features, human features, the Amazon, coast, cliffs, beaches, vegetation, forests, lakes, volcano, dormant, active, capital city, cities, floodplain, valley,</p>

	by teaching pupils the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and by building on their vocabulary of geographical terms.	<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	geographical information Develop geographical skills: <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use locational and directional language Use aerial photographs and plans Devise simple maps Use and construct basic symbols in a key Use simple fieldwork Use observational skills 	<ul style="list-style-type: none"> To create a map with a key. 	buildings, markets, spring, summer, autumn, winter, blubber, cold-blooded, Artic, Antarctic, Tundra, aerial photo, landmark, photograph, map,
<p><u>Maple Class (Y1/Y2)</u></p> <p><u>Spring 1</u></p> <p><u>Around the World</u></p>	This unit of learning builds and develops the children's understanding of what a continent is and what they are each called and where they are in relation to one another.	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	Through <u>geographical enquiry:</u> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use locational and directional language Use aerial photographs and plans Devise simple maps Use and construct basic symbols in a key Use simple fieldwork Use observational skills 	<ul style="list-style-type: none"> To be able to locate Europe on a world map and identify some of its countries and features. To be able to locate Asia on a world map and explore the features and characteristics of China. To be able to locate Australia on a world map and identify some of its features and characteristics. To be able to locate Africa on a world map and explore the features and characteristics of Kenya. To be able to identify North America on a world map and explore the characteristics and features of the USA. To be able to locate South America on a world map and explore the features and characteristics of Brazil. To be able to locate Antarctica on a world map and identify some of its features and characteristics. 	World map, continents, countries, United Kingdom, Europe, capital city, Asia, China, Australia, flag, settled, Kenya, Africa, wildlife, USA, North America, South America, states, Brazil, South America, Antarctica,
<p><u>Maple Class (Y1/Y2)</u></p> <p><u>Summer 1</u></p> <p><u>At the Farm</u></p>	This unit enables the children to explore a different location to the Devonport area helping them to understand where food comes from and how the countryside is different to a town/city.	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	Through <u>geographical enquiry:</u> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting 	<ul style="list-style-type: none"> To explore what farms are and why they are important. To explore the features of a farm. To be able to use a map and symbols to navigate around a farm. To explore how the seasons affect life on a farm. 	farms, arable, crops, food, grains, fruit, vegetables, animals, livestock, dairy, buildings, features, map, navigate, North, South, East, West, compass, direction, symbol, key, Spring, Summer, Autumn, Winter, planting, growing, harvest,

		<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> analysing evaluating communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use locational and directional language Use aerial photographs and plans Devise simple maps Use and construct basic symbols in a key Use simple fieldwork Use observational skills 	<ul style="list-style-type: none"> To explore the differences between life on a farm and life in a town. 	
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills / Processes	Essential Knowledge (small steps of learning)	Vocabulary
Sycamore Class (Y3/Y4)					
<p>Sycamore Class (Y3/Y4)</p> <p>Autumn 2</p> <p>Our European Neighbours</p>	<p>. This unit of study draws on the 'locational knowledge' and the 'place knowledge' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of 	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys Use fieldwork to observe, measure, record and present information 	<ul style="list-style-type: none"> To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a European country. 	<p>continents, European Union, land mass, countries, Asia, Australia, Antarctica, North America, South America, Europe, features, flag, language, currency, government, capital cities, human, physical features,</p>

		<p>natural resources including energy, food, minerals and water</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			
<p><u>Sycamore Class (Y3/Y4)</u></p> <p><u>Spring 2</u></p> <p><u>Countries of the World</u></p>	<p>This unit of learning enables the children to reinforce their knowledge of continents, countries and key capital cities around the world. They will go on to develop an awareness of the similarities and differences between countries.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Through <u>geographical enquiry</u>:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To be able to identify the continents of the world. To be able to locate countries on a world map. To find out about some of the key geographical features of each continent. To be able to locate major capital cities of the world. To be able to use a variety of sources to identify human and physical features in a particular country. To be able to find similarities and differences between different countries. 	<p>continent, country, land mass, Europe, Asia, Australia, Antarctica, North America, South America, Europe, locate, map, world, atlas, internet, Google maps, mountains, rivers, hot, cold, temperate, climate zones, tropical, desert, major cities, similarities, differences.</p>
<p><u>Sycamore Class (Y3/4)</u></p> <p><u>Summer 2</u></p> <p><u>Earning a Living</u></p>	<p>This unit enables the children to explore the world of work, understanding the range of industries available and how this enables people to live. This unit will help to raise aspirations as they will look at what work there is beyond Devonport and is available to them. They will finally consider what it means to be unemployed or not in work.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <ul style="list-style-type: none"> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: 	<p>Through <u>geographical enquiry</u>:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information 	<ul style="list-style-type: none"> To explore jobs and why they are important. To be able to group jobs into sectors. To explore industries of the UK. To find out how people earn a living in other parts of the world. To find out about unemployment and its effects. To find out children around the world who help earn a living for their families. 	<p>jobs, money, survival, employment, finance, education, health care, agriculture, sectors, armed, forces, emergency services, arts, manufacturing and engineering, media and publishing, construction, retail, transport, industry, business, organisation, companies, trading, employees, employer, climate, equator, arctic circle, Antarctic circle, produce, unemployment, retiring,</p>

		<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Develop geographical skills: <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys Use fieldwork to observe, measure, record and present information		redundancy, allowance, child labour.
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills / Processes	Essential Knowledge (small steps of learning)	Vocabulary
Beech Class (Y5/Y6)					
Beech Class (Y5/Y6) Autumn 2 North America	This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects types of settlement and land use.	<u>Locational Knowledge</u> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Place Knowledge</u> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <u>Human and Physical Geography</u> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate 	Through <u>geographical enquiry</u> : <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information Develop geographical skills: <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys Use fieldwork to observe, measure, record and present information	<ul style="list-style-type: none"> To identify the countries of North America. To investigate and compare climates in North America. To explore the geographical features of North America. To explore the capital cities of North America. To explore the various time zones of North America and how these compare to other time zones around the world. To compare the a region in the UK with a region in North America. To research the human and physical geography of a particular North American country. 	continent, countries, Caribbean islands, territories, Atlantic Ocean, investigate, compare, similarities, differences, climates, climate zones, temperature, precipitation, Panama Canal, Pacific Ocean, glacier, rivers, waterfalls, desert, Death Valley, Hoover Dam, structures, man-made, time zones, rotates, axis, equator, Greenwich Meridian, ,

<p>Beech Class (Y5/Y6)</p> <p>Spring 1</p> <p>Our Local Area</p>	<p>This unit of learning enables the children to explore the physical and human features within Devonport and the city of Plymouth giving them a deeper understanding of the area they live within. They will build upon their mapping skills and be able to identify key features on OS maps.</p>	<p>countries and describe features studied</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, (Devonport and Plymouth) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p>	<ul style="list-style-type: none"> To explore economic activity as part of a local area study. To explore settlements as part of a local area study. To explore climate zones as part of a local area study. To explore rivers as part of a local area study. To explore mountains and hills as part of a local area study. 	<p>economic activity, import, export, trade, finance, goods, trade, industry, settlement, land use, commercial buildings, residential buildings, open space, village, city, metropolis, functions, weather patterns, temperature, maximum, minimum, streams, river flow, topographic map, grid references, x and y axis, mountain, hill, upland areas,</p>
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<p><u>Beech Class (Y5/Y6)</u></p> <p><u>Summer 2</u></p> <p><u>The United Kingdom</u></p>	<p>This unit of study draws on the 'locational knowledge' strand of the national curriculum for Key Stage 2. As part of this strand, pupils are required to name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. They are also required understand how some of these aspects have changed over time. This unit also draws on the 'human and physical' strand of the national curriculum for Key Stage 2. Within the 'human geography' section of this strand, pupils are required to describe and understand key aspects of settlement and land use.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Through <u>geographical enquiry</u>:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p>	<ul style="list-style-type: none"> To be able to identify and describe key geographical features of the United Kingdom. To be able to identify and locate the counties of the United Kingdom. To be able to locate and identify towns and cities in the UK. To find out about the hills and mountains of the UK. To find out about the seas and coasts of the UK. To be able to identify and explore the major rivers of the UK. 	<p>United Kingdom, Scotland, Northern Ireland, Wales, England, features, population, life expectancy, millions, continent, North Sea, North Atlantic Ocean, capital city, London, flag, counties, coastline, town, city, urban, hills, mountains, distinct summit, steeper, tectonic plates, fold mountains, dome mountains, magma, crust, volcanoes, lava, extinct, topographical map, ocean, sea, beach, cliffs, erosion, stream, channel, river, tributaries, meanders, carves, landscape, mouth, delta, soil, estuary, channel,</p>
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YEAR B (2024-2025)

Subject - GEOGRAPHY LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
- Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.
 - **Essential Knowledge highlighted red is the minimum key learning for every child within each unit of work.**

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>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.</p>	<p>PSED</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Work and play cooperatively and take turns with others</p>	<p>Literacy</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Work and play cooperatively and take turns with others</p>
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Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
MAPLE CLASS					
<p>Maple Class (Y1/Y2)</p> <p>Autumn 1</p> <p>Where do I live?</p>	<p>This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand, pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Human and Physical Features</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> • build knowledge of location, places and landscapes • understand conditions, processes and interactions that explain features, patterns and changes • apply skills in : <ul style="list-style-type: none"> ○ observing ○ collecting ○ analysing ○ evaluating ○ communicating <p>Develop geographical skills:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes • Use simple compass directions • Use locational and directional language 	<ul style="list-style-type: none"> • To be able to name the seven continents of the world and locate the UK on a world map. • To be able to identify the countries and capital cities of the UK. • To be able to identify features and characteristics of the countries of the UK. • To explore the town we live in. • To be able to describe where you live. 	<p>World map, planet, continents, oceans, United Kingdom, country, capital cities, England, Scotland, Wales, Northern Ireland, Europe, government, London, Edinburgh, Cardiff, Belfast, flag, national symbol, Union Jack, settlement, hamlet, village, town, city, rural, urban, address,</p>

		<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> • Use aerial photographs and plans • Devise simple maps • Use and construct basic symbols in a key • Use simple fieldwork • Use observational skills 		
<p><u>Maple Class (Y1/Y2)</u></p> <p><u>Spring 1</u></p> <p><u>The Four Seasons</u></p>	<p>During this unit the children will explore the four different seasons of the year.</p>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom 	<p>Through <u>geographical enquiry:</u></p> <ul style="list-style-type: none"> • build knowledge of location, places and landscapes • understand conditions, processes and interactions that explain features, patterns and changes • apply skills in : <ul style="list-style-type: none"> ○ observing ○ collecting ○ analysing ○ evaluating ○ communicating <p>Develop geographical skills:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes • Use simple compass directions • Use locational and directional language • Use aerial photographs and plans • Devise simple maps • Use and construct basic symbols in a key • Use simple fieldwork • Use observational skills 	<ul style="list-style-type: none"> • To find out how the seasons are linked with the months of the year. • To find out what the weather is like in spring • To find out what the weather is like in summer. • To find out what the weather is like in autumn. • To find out what the weather is like in winter. • To review knowledge and compare the four seasons 	<p>seasons, months, weather, Spring, Summer, Autumn, Winter, change, cycle, January, February, March, April, May, June, July, August, September, October, November, December.</p>
<p><u>Maple Class (Y1/Y2)</u></p> <p><u>Summer 1</u></p> <p><u>Let's go on Safari</u></p>	<p>This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1.</p> <p>Within this strand pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>Through <u>geographical enquiry:</u></p> <ul style="list-style-type: none"> • build knowledge of location, places and landscapes • understand conditions, processes and interactions that explain features, patterns and changes • apply skills in : <ul style="list-style-type: none"> ○ observing ○ collecting ○ analysing 	<ul style="list-style-type: none"> • To locate Africa on a world map and identify the country of Kenya. • To explore the climate and weather of Kenya. • To explore the animals of Kenya. • To be able to use compass points to navigate around a map. • To explore the landscapes of Kenya. • To find out about the people and culture of Kenya. 	<p>Africa, Kenya, safari, habitats, animals, wildlife, continents, oceans, countries, weather, climate, equator, hot, dry, wet, landscapes, seasons, temperature, compass, navigate, north, south, east, west, travel, grid, direction, volcano, mountains, savannah, valleys, cities, people, culture, Maasai, similarities, differences</p>

	<p>Kingdom, and of a small area in a contrasting non-European country.</p> <p>The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and by building on their vocabulary of geographical terms.</p> <p>Prior to this unit, pupils studied their own local area, the United Kingdom and the countries within it in Year 1.</p>	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> evaluating communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use locational and directional language Use aerial photographs and plans Devise simple maps Use and construct basic symbols in a key Use simple fieldwork Use observational skills 	<ul style="list-style-type: none"> To identify similarities and differences between Kenya and the UK. 	
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills / Processes	Essential Knowledge (small steps of learning)	Vocabulary
Sycamore Class (Y3/Y4)					
<p><u>Sycamore Class (Y3/Y4)</u></p> <p><u>Autumn 2</u></p> <p><u>In the Desert</u></p>	<p>.This unit of learning enables the children to understand that deserts are not always what they seem. They will see how they are used and how climate change is impacting upon them.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: 	<p>Through <u>geographical enquiry</u>:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating geographical information 	<ul style="list-style-type: none"> To find out what deserts are and where in the world they are located. To investigate the weather and climate of deserts. To find out about desert formations. To find out how deserts are used by humans. To find out about people who live in deserts. To find out about the causes and effects of desertification. 	<p>desert, dry, precipitation, continent, weather, climates, atmosphere, arid, feature, dunes, rock formations, erosion, mesas (flat topped mountains), salt basins, natural resources, evaporate, transport, travel, mines, precious metals, energy, recreation, nomads, oasis, towns, cities, desalination, desertification, vegetation, irrigation, poverty, wealth.</p>

		<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys Use fieldwork to observe, measure, record and present information 		
<p><u>Sycamore Class (Y3/Y4)</u></p> <p><u>Spring 2</u></p> <p><u>Settlements</u></p>	<p>This unit of learning will enable the children to further develop their mapping skills through being able to use 6-figure grid references. They learn about the features of a settlement and then plan their own.</p>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Through <u>geographical enquiry</u>:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys Use fieldwork to observe, measure, record and present information 	<ul style="list-style-type: none"> To find out about the needs of early settlers and explore the origins of place names. To find out about different settlements and how settlements change over time. To be able to use maps and map symbols to explore settlements. To be able to use grid references to investigate settlements. To be able to plan a new settlement. To be able to create an aerial map of a settlement. 	<p>early settlers, origins, place names, streams, rivers, lakes, freshwater, materials, timber, agriculture, arable, hamlet, village, towns, cities, maps, symbols, Ordnance Survey, grid references, investigate, abbreviations, 6-figure grid references, town planner, infrastructure, design criteria,</p>
<p><u>Sycamore Class (Y3/4)</u></p> <p><u>Summer 2</u></p> <p><u>Where does our Food come from?</u></p>	<p>This unit enables children to further build their knowledge and understanding of the climate regions around the world and how they impact on food production. They will explore where their food comes from and see</p>	<ul style="list-style-type: none"> <u>Locational Knowledge</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and Physical Geography</u></p>	<p>Through <u>geographical enquiry</u>:</p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting 	<ul style="list-style-type: none"> To understand that the food we eat comes from many different places around the world. To know how land in temperate climate zones is used to produce food. To know how land in tropical climate zones is used to produce food. 	<p>Northern hemisphere, dairies, pasteurised, transported, temperate climate zones, equator, Southern hemisphere, climate, climate zones, tropical climate zone, longitude, latitude, maps, globes, tropics, Tropic of Cancer, Tropic of Capricorn, tropical climate, fair trade, tropical biomes, biome,</p>

	how trade links have developed.	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and Fieldwork:</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> analysing evaluating communicating <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To describe the way in which land in tropical biomes is being changed to enable more food to be produced. To explore how food is produced in mediterranean climate zones. To explain how land is used to produce food in the United Kingdom. To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom. 	ecosystem, Mediterranean, prime Meridian, arable, pastoral, infographic.,
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills / Processes	Essential Knowledge (small steps of learning)	Vocabulary
Beech Class (Y5/Y6)					
<u>Beech Class (Y5/Y6)</u> <u>Autumn 2</u> <u>South America</u>	This unit of learning enables the children to build upon the skills taught in KS2 to do an in-depth study of South America. They will understand how the climate can be different in different parts and how trade and tourism are impacting on the countries within South America.	<ul style="list-style-type: none"> <u>Location Knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, 	<p>Through <u>geographical enquiry:</u></p> <ul style="list-style-type: none"> build knowledge of location, places and landscapes understand conditions, processes and interactions that explain features, patterns and changes apply skills in : <ul style="list-style-type: none"> observing collecting analysing evaluating communicating <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping Use eight points of the compass Use four and six figure grid references Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To find out about the location and countries of South America. To find out about the climate in South America. To find out about the major mountain ranges of South America. To find out about the human geography of South America. To find out about trade and industry in South America. To be able to carry out an in-depth study of a South American country. To compare an area of South America with the UK. 	location, South America, countries, oceans, seas, continent, Southern Hemisphere, Pacific, Atlantic, Amazon river, climate, equator, Tundra, subtropical, subarctic, humid, arid, rainforests, desert, mountains, temperate, topographical, Andes, tectonic plates, volcano, magma chamber, lava, active, dormant, extinct, settlements, resources, population, trade, industry, elevations, similarities, differences.

		<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			
<p><u>Beech Class (Y5/Y6)</u> <u>Spring 2</u> <u>Extreme Earth</u></p>	<p>This unit of learning enables the children to find out about the earth's climate and how weather conditions across the world link together. They will explore what causes an earthquake, a tsunamis and volcanoes and how they are interlinked.</p>	<ul style="list-style-type: none"> • <u>Locational Knowledge</u> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Through <u>geographical enquiry:</u></p> <ul style="list-style-type: none"> • build knowledge of location, places and landscapes • understand conditions, processes and interactions that explain features, patterns and changes • apply skills in : <ul style="list-style-type: none"> ○ observing ○ collecting ○ analysing ○ evaluating ○ communicating <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping • Use eight points of the compass • Use four and six figure grid references • Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • To find out about the Earth's climate and areas of extreme temperatures. • To find out about the water cycle and the distribution of water across the world. • To find out about extreme weather conditions across the world. • To find out about earthquakes and what causes them. • To find out about tsunamis and how they are caused. • To find out what volcanoes are and how they are formed. 	<p>climate, extreme temperatures, phenomena, atmosphere, region, temperature, pressure, humidity, equator, Arctic circle, Antarctic circle, curvature, North Pole, South Pole, water cycle, distribution, precipitation, evaporation, condensation, transpiration, drought, lightning, tropical storms, typhoons, hurricanes, cyclones, tornadoes, earthquake, tectonic plates, crust, mantle, outer core, inner core, faults, Richter scale, tsunamis, volcano, magma, lava, active, dormant, extinct,</p>
<p><u>Beech Class (Y5/Y6)</u> <u>Summer 2</u> <u>Investigating Rivers</u></p>	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils</p>	<ul style="list-style-type: none"> • <u>Locational Knowledge</u> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>Through <u>geographical enquiry:</u></p> <ul style="list-style-type: none"> • build knowledge of location, places and landscapes • understand conditions, processes and interactions that explain features, patterns and changes • apply skills in : <ul style="list-style-type: none"> ○ observing ○ collecting 	<ul style="list-style-type: none"> • To understand and explain the water cycle. • To find out about rivers and how they erode, transport and deposit materials. • To find out why rivers are important. • To find out about the causes of river pollution and the effect it has on the environment. 	<p>water cycle, hydrological cycle, precipitation, infiltration, evaporation, transpiration, condensation, transportation, erode, deposit, tributaries, meanders, mouth, deltas, Grand Canyon, habitats, pollution, environment, agriculture, industry, toxins, chemicals,</p>

	<p>are required to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects of rivers, the water cycle, types of settlement and land use.</p> <p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that South America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used.</p> <p>Pupils begin this unit with an understanding of the difference between human</p>	<p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ○ analysing ○ evaluating ○ communicating geographical information <p>Develop geographical skills:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping • Use eight points of the compass • Use four and six figure grid references • Use symbols and keys <p>Use fieldwork to observe, measure, record and present information</p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • To investigate a river in detail including the effects on the environment and landscape. • To be able to conduct a geographical enquiry. 	
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	and physical geography whilst also knowing about how humans have adapted natural biomes for themselves; this will be the foundation for understanding deforestation of the Amazon and how human needs can have negative consequences for the natural environment.				
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