



	Autumn term		Spring term		Summer term	
EYFS Year A	Understanding the World (People, Culture and Communities)					
	All about me	Let's celebrate	Its cold outside	999 emergencies	Terrific traditional tales	Animals alive
	To make observations around the school and the local area.	To learn about the lives of others and compare to own	I recognise some similarities and differences between life in this country and life in other countries. I can draw information from a simple map.	To talk about the lives of people around me and my roles in society. To know about people in my community, the roles. To know that every home has an address.	To know about the different cultures and countries through traditional tales around the world. Explore maps – understand main features – draw their own.	How can we look after our planet? Begin to understand to the natural environment. To care for living things.
EYFS Year B	Understanding the World (People, Culture and Communities)					
	My fabulous family	Let's celebrate	Superheroes	Plants and growing	Seaside and pirates	Under the sea
	Where in the world. Looking at changes, difference between home and school.	To know that different communities and faith celebrate different events and festivals. To continue to develop the positive attitudes, the difference between people.	Introduce and use positional language.	Visit plant environments (meadow, woodland, garden, nursery) Understand there are different plant habitats.	To explore maps (google earth) Draw a simple map and identify places on a map.	To visit a local beach and explore natural world – identify physical and human features.
1/2 Year A	Continents & Oceans	Hot & Cold Locations	Comparison Between Barrow & a non-European country		Local Area Map Work Skills	
	Location, Order, Connection	Location, Order, Connection	Location, Environment, Culture, Connection		Location, Environment, Pattern	
	Locate the world's seven continents and five oceans. To know the 7 continents of the world. To know the 5 oceans of the world.	Identify weather patterns in the United Kingdom and hot and cold areas of the world in relation to the Equator and the North and South Poles. To know where the equator is To know where is hot and cold in the world. To know where the North and South Poles are and what they are like.	Understand the similarities and differences between London and a non-European country (Nairobi). To know where London is and what it is like To know where Kenya is To know the human and physical features of Kenya To know where Nairobi is and what it is like. To know how London and Nairobi are similar and different.		Use simple compass directions and directional language to explore our school. Devise a simple map of our school and use simple symbols for a key. To know what a map is. To know how to make an imaginary map. To know how to show what a place is like. To know how to make a real map. Newton Village	
1/2 Year B	Countries of UK & Seas		Local Area Study		Local Area Map Work Skills & Introduction to Scale	
	Location, Order, Environment, Culture, Time, Pattern		Location, Order, Environment, Culture, Time, Pattern		Location, Order, Connection	
	Identify characteristics of the four countries, capital cities of the United Kingdom & surrounding seas. To know the countries of the United Kingdom To know the capital cities of the four countries of the United Kingdom.		Develop an understanding of the human and physical features of our local area. To know what human features are. To know what physical features are. To know what features our local area has.		Explore how the scale of a map tells us what the area around the school is like. To know how to describe places. To know what physical features the place has. To know what human features the place has.	

	To know the seas surrounding the United Kingdom.		Trip to the local area (Newton, Grizedale)		To know how we can show what a place is like. (maps) Know how the scale of a map tells us what the area around school is like.	
3/4 Year A	Latitude & Longitude Location, Position, Diversity, Time		Water cycle Environment, Connection, Interaction, Landscape, Process, Cycle		Fieldwork & Map Work Location, Scale, Proximity	Rivers Environment, Connection, Interaction, Landscape, Process, Cycle
	Use latitude and longitude to find exact locations around the world. Know time zones are and how they affect us. To know what lines of latitude are To know what lines of longitude are To know how the lines of latitude and longitude tell us what the location is like To know how to find exact locations around the world. To know about time zones and how they affect us. To know how day and night occurs		Develop an understanding of how the water cycle works and what influences it. To know what the water cycle is To know how the water cycle works To know what affects the water cycle		Learn about the features of a river and explore a local river. To know the features of a river To know and name a local river. To identify what features can we see at a local river. To know where the river came from and where it flows. River Duddon – Source to Sea	
3/4 Year B	Counties & Regions of the UK Location, Culture, Connection, Interdependence	Human & Physical Features of the UK Location, Connection, Process	Map Skills - Environmental regions of Europe, Russia, North & South America Location, Position, Order, Environment, Landscape		OS Maps & Scale Location, Scale, Proximity	
	Study countries and regions of the United Kingdom. To locate cities and countries of the United Kingdom To identify geographical regions by physical and human landmarks of England, Scotland, Wales, and Northern Ireland.		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. To know what environmental regions are To know what the major environment regions are in Europe. To know what major environment regions are in Russia. To know what the major environment regions are in South America.		Develop fieldwork and map skills using an 8-point compass. To know the 8 points on the compass To know where human and physical features are in the place of study. Dalton	
5/6 Year A	North America, Europe & UK Location, Connection, Economic, Order, Pattern, Remoteness		Finding Precise Locations Location, Absolute position, Scale, Settlement	OS Maps & Fieldwork Location, Scale, Proximity	Local Area Study – Mining (Newton & Stank) Location, Connection, Order, Pattern, Scale, Proximity	
	Similarities & differences between the Lake District, Tatra mountains and the Caribbean. To know where the Lake District is and what it is like To know how the Lake District was formed. To know where you can find the Tatra Mountains and what they are like. To know what the terrain is like in the Caribbean. To know what is similar and what is different between the Lake District, the Tatra Mountains and the Caribbean. Trip to the Lake District – Coniston		Develop understanding of 4 and 6 figure grid reference and use them. To know why we need latitude and longitude. To precisely describe locations, landmarks, and places as a geographer.	Explore contour lines, contrasting locations and grid references. To know what four and six figure grid references are. To know what contour lines are. To describe what the land looks like in my local area.	Use field work to observe, measure, record and present the human and physical features of the local area. To know how to describe a place using physical and human features. To use four and five grid references To use contour lines To use the 8 points on a compass Local Area – Stank	
	Earthquakes, Mountains & Volcanoes		Biomes & Environmental Regions		Maps & Orienteering	Settlements

5/6 Year B	Time, Location, Process, Connection, Environment, System	Location, Interdependence, Pattern, Environment, Settlement, Economic	Location, Absolute position, Scale, Settlement	Location, Scale, Proximity, Connection, Pattern
	<p>Investigate earthquakes, mountains, and volcanoes.</p> <p>To know what makes up the layers of plant Earth. To know what tectonic plates are and where we find them. To know how tectonic plates move and what happens. To know what causes an earthquake and what's the effect. Know how mountains are formed. To know how volcanoes work.</p>	<p>Explore climate zones, biomes, and environmental regions in countries & cities of the world.</p> <p>To know where you would find some of the major counties of the world. To know where you would find some of the major cities of the world. To know what a biome is and know how biomes change across the world. To know what human and physical characteristics that are define Europe, North and South America</p>	<p>Map and fieldwork skills.</p> <p>To know what orienteering is and how to orientate a map. To know how to navigate a simple indoor course using controls. To know how to navigate multiple courses using controls. To know how to plan and set up an orienteering course.</p> <p style="text-align: center;">Grizedale</p>	<p>Study economic, settlement and trade links.</p> <p>To know what settlements are and where they are found. To know if settlements have a pattern. To know if people, their movement, and economic activity have patterns.</p>

Key: Disciplinary Knowledge – This is the use of knowledge and how children become a little more expert as a geographer by thinking geographically.

KS1- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical analysis is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

Substantive Knowledge- this is the subject knowledge and explicit vocabulary used to learn about the content.

SUBSTANTIVE CONCEPTS IN GEOGRAPHY (the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum)			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
The place where a particular point or object exists. Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. It is important for students to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.	The emphasis in place knowledge should be on exploring localities, developing an understanding of place as a locale and its links with other places, appreciating what a sense of place might include. Understanding the geographical similarities and differences through the study of human and physical geography.	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.	Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography's distinctive approach to understanding Earth's physical and human patterns and processes. Geography fieldwork is very much 'hands on'; when students are involved in fieldwork enquiries they are collecting primary data; formulating questions to investigate; seeking answers to their questions; and communicating their findings.

Disciplinary Knowledge – – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically.

DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)

