



EYFS

	Autumn	Spring	Summer
	<p>Text- Home- Comparing different homes in different countries. Text- Same Same but Different - how life is different in different places/ countries</p> <p>Text- Frida Kahlo- about the life of a young girl in Mexico- recognise some similarities and differences between life in this country and life in other countries</p> <p>Text- Rosie's Walk- draw information from a single map, positional and directional knowledge</p> <p>Autumn Forest Trip- describe what they see, hear and feel whilst outside and understand the effect of changing season and explore the natural world around them</p> <p>Text- Autumn- understand the effect of changing seasons</p> <p>Walk to Garden Centre- describe what they see, hear and feel whilst outside and draw information from a single map</p> <p>Text- Joy to the World- recognise some similarities and differences between life in this country and life in other countries</p>	<p>Text- Winter- understand the effect of changing seasons Explore ice, snow, frost in continuous outdoor provision</p> <p>Text- Winter's Sleep A Hibernation Story - explore the effects of changing seasons on the natural world</p> <p>Spring Walk- describe what they see, hear and feel whilst outside and understand the effect of changing season and explore the natural world around them</p> <p>Text- We're Going on an Egg Hunt- draw information from a single map/follow maps and draw their own maps</p>	<p>Compare Easingwold to York- recognise some environments that are different from the one in which they live</p> <p>Text- Bees Text- At the Bottom of Mr Dudley's Garden Children will learn about planting, what plants need to grow and the effects on the environment (planting and pollination) Learn about changes from Spring to Summer and make observations of the flowers, plants, mini beasts, make a bee garden, mini beast hunts, care for the flowers</p> <p>Text- Somebody Swallowed Stanley- about plastic in the oceans- recognise some environments that are different from the one in which they live</p> <p>Text- Clean up- recognise some environments that are different from the one in which they live Set in Jamaica (beach)- locate on world map.</p>

## Easingwold Primary School – [Geography] Curriculum Progression



	Visitors- parents of children from Hungry, Romania and India- recognise some similarities and differences between life in this country and life in other countries		
<b>EYFS Learning and Development Educational Programme</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.		
<b>Early Learning Goal</b>	<p><b>People Culture and Communities ELG:</b> Children at the expected level of development will: <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b> 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; <b>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</b></p> <p><b>The Natural World ELG:</b> Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
<b>Rationale</b>	Throughout their time in EYFS, we want our children to become inquisitive about the natural and man-made things they see around themselves and begin to observe and take notice of their immediate environment. Children will do this through numerous local visits, and these will provide opportunities for the children to gain an appreciation of their local area. From a young age, children need to know that not all people and places are the same and to begin to understand about similarities and differences, and for children in EYFS this will be achieved through high-quality texts. These will allow children to talk about their first-hand experiences in relation to what they see in books. Together, these experiences will form the foundations that all Geographers need- some knowledge of the wonders of nature and an appreciation of what is on their doorstep.		
	Children will learn about the natural world and the change in seasons/ weather (summer to autumn, autumn to winter). Children will explore signs of Autumn in Kilburn Woods/ outdoor area (continuous provision)	Children will learn about Winter and explore the effect of changing seasons on the natural world. They will explore ice, frost and snow and learn about hibernation and make bird feeders.	Children will visit York and compare the city to their immediate area- Easingwold. This will introduce children to life in a city compared to life in their familiar market town before comparing York to a city in a non-European country in KS1.

## Easingwold Primary School – [Geography] Curriculum Progression



	<p>Children will visit their local area (church, The Galtres, The Garden Centre) and locate them on a simple map- google.</p> <p>Using stories, non-fiction texts and visitors as windows to the world, children will compare their lives to the lives of people in different countries. (Homes in different places, Christmas) around the world, Life in different countries. They will locate countries on a world map. This will open the children's' eyes and imaginations and evoke a wonder and love for their world, which can be harnessed and developed as children move into KS1.</p>	<p>Children will visit the local pond and look for signs of Spring, discuss changes from Winter to Spring.</p> <p>Children will follow maps and make their own maps. They will use positional and directional language (egg hunts)</p>	<p>This term, children will be introduced to learning about how to care for their immediate environment. Through the texts, My friend Earth, Swallowing Stanley , The Invisible, Bees children will learn about pollution, sustainability and caring for our world. By learning about these topics from such a young age, children will develop an early appreciation of what the natural world has to offer as well as strategies to help reduce these issues. Children will observe the effects of the changing seasons on the natural world through observations of plants and flowers and mini beasts.</p> <p>Children will also compare the ocean/ coast/ beach environment to their immediate environment, beginning to learn vocabulary and features ready for KS1.</p>
<b>Skills</b>	<p>Listening to stories and non-fiction texts and joining in with discussions</p> <p>Looking at pictures and making observations</p> <p>Carrying out fieldwork- collecting information</p> <p>Reading, following and creating simple maps</p> <p>Comparing two places- talking about what is the same and different</p> <p>Asking questions</p>		
<b>Knowledge</b>	<p>To know about the features that exist in their immediate environment</p> <p>To know about the natural world around them</p> <p>To know about the natural world in contrasting environments</p> <p>To know about the lives of people in the UK</p> <p>To know about the lives of people in different countries</p>		
<b>Vocabulary</b>	<p>Same, different, Mexico, map, human features (park, town, shop, house, monument etc.), India, England, Easingwold, positional and directional language (next to, forwards etc.)</p>	<p>Same, different, North Pole, South Pole, city, market town, York, positional and directional language (top, bottom), human and physical features (pond, woodland, city walls, Minister, river, traffic etc.)</p>	<p>Same, different, Earth, recycling, sustainable, pollution, change, human and physical features (ocean, sea, pond, woodland etc.)</p>

## Easingwold Primary School – [Geography] Curriculum Progression



<b>Books</b>	Frida Kahlo by Mary Nhin Joy to the World Autumn Rosie' s Walk Home by Carson Ellis	Winter We're Going on an Egg Hunt	Clean up Swallowing Stanley by Sarah Roberts Tidy by Emily Gravett
<b>Trips</b>	Easingwold Kilburn Woods	Easingwold York	Easingwold

# Easingwold Primary School – [Geography] Curriculum Progression



## KS1

	Year A			Year B		
<b>Overview</b>	<p>This year, children will begin by learning about their local environment and then expand their knowledge of place further afield, first by learning about the UK and then the world.</p> <p>It was felt that this was a logical sequence and would ensure children could always hook new learning onto something familiar- either knowledge they have gained first-hand about their own locality or by building on previous learning as we learn about places nationally and then globally.</p>			<p>Again, this year, children will begin by learning about their local environment and then expand their knowledge of place further afield, first by learning about the UK and then the world- with different focuses to Year A.</p> <p>It was felt that children should start local and then go global with regards to building up their place knowledge and locational knowledge.</p>		
	<p>The areas of the National Curriculum have been carefully chosen for each year and term so that children can enter Year A or Year B as either a Year 1 or 2 pupil and be able to access the topics planned. They will allow children to build on knowledge and skills gained in EYFS, however, the knowledge being taught in Year A does not build on Year B, and the knowledge being taught in Year B does not build on Year A.</p>					
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Exploring Easingwold	Two Cities	Hot and Cold Places	Coastal Town	The UK	Continents and Oceans
<b>Unit Rationale</b>	<p>Easingwold, the children's <u>immediate area</u> will be at the core of this unit. <u>It builds</u> on their learning in EYFS and provides the opportunity for fieldwork, using their immediate area to have <u>first-hand experiences</u> exploring a <u>familiar</u> place. Everything is tangible.</p>	<p>Children will increase their place knowledge <u>by using aerial photographs and other sources</u> to compare York to a city in a non-European country. They will use their findings to make comparisons. Children will learn to celebrate that places and people are different.</p>	<p>Learning will be extended to <u>intangible</u>, but familiar, places. They will use world maps (<u>building on learning from the Spring term</u>) and globes to find the Equator the Poles. They will locate their 'place' in the world and start to make <u>connections</u> between these places.</p>	<p>To make their learning <u>tangible</u>, children will visit <u>Whitby</u> to explore a <u>familiar</u> place. This will ensure children can <u>develop their fieldwork skills</u> and provide the opportunity to <u>explore a contrasting town</u>. Through this, children will learn new vocabulary linked to a coastal town.</p>	<p>Children will look <u>beyond their local area</u> and <u>begin to develop</u> their locational knowledge of their country- the UK. Children will use maps, texts and images to locate and learn about the 4 countries. Children can share <u>individual experiences</u> of visits and holidays within the UK and these places can be located to make their learning more personal.</p>	<p>Children will <u>develop their knowledge</u> of the <u>wider world</u> by naming and locating the world's continents and oceans.</p>

## Easingwold Primary School – [Geography] Curriculum Progression



<p><b>National Curriculum Statement</b></p>	<p><b>Human and Physical Geography</b></p> <p>Develop knowledge about their locality- use basic geographical vocabulary</p> <p><b>Geographical skills and fieldwork</b></p> <p>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.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p><b>Place Knowledge</b></p> <p>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> <p><b>Geographical skills and fieldwork</b></p> <p>Use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><b>Human and physical geography</b></p> <p>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</p> <p><b>Geographical skills and fieldwork</b></p> <p>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.</p> <p>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</p>	<p><b>Human and Physical Geography</b></p> <p>Develop knowledge about their locality- use basic geographical vocabulary</p> <p><b>Geographical skills and fieldwork</b></p> <p>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.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p><b>Locational Knowledge</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical skills and fieldwork</b></p> <p>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.</p> <p>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.</p>	<p><b>Locational Knowledge</b></p> <p>Name and locate the world's seven continents and five oceans</p> <p><b>Geographical skills and fieldwork</b></p> <p>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.</p> <p>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.</p>
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## Easingwold Primary School – [Geography] Curriculum Progression



	grounds and the key human and physical features of its surrounding environment.		features and routes on a map.	grounds and the key human and physical features of its surrounding environment.		
<b>Skills</b>	<p><u>How do we feel about our school grounds?</u> Create a simple map with a route for a visitor. <u>What can people do at our local park?</u> Create a simple map, with symbols, showing different features.</p> <p>Children will use compass directions, as well as locational and directional language, to describe the location of a place or a route between two places.</p> <p>Children use aerial plans and perspectives to recognise landmarks and features.</p> <p>Children will read a simple map of their local area and then</p>	<p>Children will use world maps to locate the two places they are studying.</p> <p>Children will use aerial plans and perspectives to recognise landmarks and features.</p>	<p>Children will use world maps and globes to locate the Equator and the North and South Poles, studying their relation to each other.</p> <p>Children will use compass directions, as well as locational and directional language, to describe the location of the Equator and the North and South Poles in relation to each other.</p>	<p><u>How is a coastal town different from where I live?</u> Create a simple map of Whitby, with symbols, showing the different features.</p> <p>Children will use compass directions, as well as locational and directional language, to describe the location of a place or a route between two places.</p> <p>Children will use aerial plans and perspectives to recognise landmarks and features.</p> <p>Children will read a simple map of their local area and then devise a simple map- including a key.</p> <p>Children will observe their local area and</p>	<p>Children will use atlases to identify the location of the UK, its four countries and capital cities and its surrounding seas.</p> <p>Children will use compass directions, as well as locational and directional language, to describe the location of a place or a route between two places.</p>	<p>Children will use world maps and globes to locate the world's seven continents and five oceans.</p> <p>Children will use compass directions, as well as locational and directional language, to describe the location of a place or a route between two places.</p>

## Easingwold Primary School – [Geography] Curriculum Progression



	<p>devise a simple map-including a key.</p> <p>Children will observe their local area and record their findings on a simple map.</p>			<p>record their findings on a simple map.</p>		
<b>Knowledge</b>	<p>Children will know the different human and physical features within their local, familiar area.</p>	<p>Children will know the different human and physical features within a local city and a city from a non-European country. Children will understand the similarities and differences between the two cities.</p>	<p>Children will know about the 4 seasons and the weather patterns in the United Kingdom. Children will know the location of the Equator and the North and South Poles. Children will understand the relation between the weather and their locations.</p>	<p>Children will know the different human and physical features within their local, familiar area.</p>	<p>Children will know the names of the four countries, and the capital cities, of the UK. Children will know some characteristics of the four countries. Children will know the names of the seas that surround the UK.</p>	<p>Children will know the names of the seven continents and five oceans.</p>
<b>Vocabulary</b>	<p>Village, town, farm, house, office, shop</p>	<p>Town, city, house, office, shop, factory</p>	<p>Equator, North Pole, South Pole, season, weather</p>	<p>Town, port, harbour, beach, cliff, coast, sea, valley, hill, river</p>	<p>Country, capital city, forest, soil, vegetation, mountain, ocean</p>	<p>Continents</p>
<b>Trips</b>	<p>Easingwold</p>			<p>Whitby</p>		

# Easingwold Primary School – [Geography] Curriculum Progression



## LKS2

	Year A			Year B		
<b>Overview</b>	<p>This year, children will be extending their knowledge of the UK from knowing about the countries to learning about the counties, regions and cities. They will extend their knowledge of human and physical geography as they learn about places further afield with different features. In the Spring term, children will be introduced to mountains and the water cycle and in the Summer term children will learn to use a map to navigate around their local town providing them with the opportunity to gain first-hand experience of using compasses and OS maps.</p>			<p>Children will extend their knowledge of the human and physical features in the world as they learn about places outside of the UK- with a focus on volcanoes and earthquakes. Children will also build on knowledge gained in KS1 and locate the world's countries.</p> <p>Children will build on this knowledge in the Summer term by comparing a region of the UK to a region within a European country.</p>		
<p>The areas of the National Curriculum have been carefully chosen for each year and term so that children can enter Year A or Year B as either a Year 3 or 4 pupil and be able to access the topics planned. They will allow children to build on knowledge and skills gained in KS1, however, the knowledge being taught in Year A does not build on Year B, and the knowledge being taught in Year B does not build on Year A.</p>						
	Autumn	Spring	Summer	Autumn	Spring	Summer
	The UK	Mountains and the Water Cycle	Easingwold	Volcanoes and Earthquakes	Countries of the World	Two regions- Europe
<b>Unit Rationale</b>	<p>Having learnt about and located the 4 countries and their capital cities within the UK, Children will <u>build on this prior knowledge and extend their knowledge</u> by now locating counties, regions and cities. Children will <u>extend their knowledge</u> of human and physical features as they look beyond their hometown.</p>	<p>Using maps and images, children will <u>focus on mountains</u> in The Lake District and learn how the topography of the land impacts the water cycle and resulting rainfall. Children will refer back to the Autumn term- locating the Lake District.</p>	<p>This unit <u>builds on the learning from KS1</u>, when children explored Easingwold. Children will <u>build on their geographical skills and fieldwork</u>, using OS maps. Using their local town as a base, they will develop their geographical skills using a familiar place and familiar features to <u>hook</u> their map reading skills on.</p>	<p>Having used world maps in KS1, to locate continents and oceans, children will now locate plate boundaries and volcanoes and talk about the location of volcanoes and oceans. Children will <u>make links</u> between plate boundaries and the resulting physical geography.</p>	<p>In KS1 children learnt about the 5 continents. They will now build on this prior knowledge and locate the world's countries. This locational knowledge needs to be taught ahead of children carrying out a study of North or South America, as well as learning about economic activity and lines of latitude and longitude.</p>	<p>Children will now <u>deepen their knowledge</u> of the UK by focussing on their home region. They will learn what makes it unique and special. They will <u>feel a sense of pride about where they live</u>. They will use texts, maps and images to <u>compare</u> Yorkshire and the Humber to a region within a European country.</p>

## Easingwold Primary School – [Geography] Curriculum Progression



<p><b>National Curriculum Statement</b></p>	<p><b>Locational knowledge</b></p> <p>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) <b>and understand how some of these aspects have changed over time.</b></p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of mountains and the water cycle.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use the eight points of a compass, four-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>	<p><b>Geographical skills and fieldwork</b></p> <p>Use the eight points of a compass, four-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> <p>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>	<p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of volcanoes and earthquakes.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Locational knowledge</b></p> <p>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> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and a region in a European country (France).</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-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> <p>Use fieldwork to observe, measure, record and present the human and physical</p>
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## Easingwold Primary School – [Geography] Curriculum Progression



						features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<b>Skills</b>	Children will use maps, atlases and digital/computer mapping to locate the counties, regions and the cities, within the UK.	Children will use OS maps to identify mountains in The Lake District and use four-figure grid references and keys.	<p><u>How is Easingwold connected to other places? Where do people need to visit? Use OS maps to observe, measure &amp; record. Questionnaires &amp; bar graph. Plot routes on an OS map to different places.</u></p> <p>Children will use OS maps, including eight points of a compass and four figure grid references, to orientate around Easingwold- identifying different features.</p> <p>Children will use fieldwork and digital/computer mapping to observe, measure, record and present the human and physical features in the</p>	Children will use maps, atlases, globes and digital/computer mapping to locate and describe volcanoes and earthquakes.	Children will use maps, atlases, globes and digital/computer mapping to locate countries, climate zones, biomes and vegetation belts- as well as describe features.	<p><u>How do the national parks in our region compare to those in a region of France? Visit NYMNPark. Present findings using sketch maps- natural environment (habitats) &amp; public recreation.</u></p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate Yorkshire and the Humber and its national parks and a region in a European country (France).</p> <p>Children will use OS maps, including eight points of a compass, four-figure grid references and a key, to orientate around Sutton Bank Visitor Centre-</p>

## Easingwold Primary School – [Geography] Curriculum Progression



			local area using OS maps, graphs (findings of questionnaire) and tables.			identifying different features.  Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans.
<b>Knowledge</b>	Children will know some of the names of the regions, counties, and the cities, within the UK. Children will know the different human and physical features within the UK.	Children will know how mountains are formed and the features of a mountain. Children will know the features of the water cycle. Children will understand the relationship between physical features and their impact on the water cycle.	Children will know the eight compass point directions. Children will understand what an OS map is and how to use four figure grid references.	Children will understand why volcanoes and earthquakes occur. Children will know the features of volcanoes and their locations.. Children will know about the different types of volcanoes and understand how eruptions occur. Children will know the location of tectonic plate boundaries.	Children will know where some of the world’s countries are, as well as some of the environmental regions, cities and the physical and human characteristics. Children will begin to know about where these countries are within different climate zones and what biomes exist.	Children will know about the human and physical aspects of a region of the UK (Yorkshire and the Humber) and a region in a European country (France). Children will understand the similarities and differences between the two regions.
<b>Vocabulary</b>	County, city, United Kingdom	Mountain, water cycle, evaporation, condensation, precipitation, transpiration	Compass, navigate, OS map, grid reference	Volcano, earthquake, eruption, continents, oceans, tectonic plates,	Europe, world, countries, regions, cities, climate zones, biomes, vegetation belts	Regions, Europe

## Easingwold Primary School – [Geography] Curriculum Progression



<b>Trips</b>			Easingwold			Sutton Bank Visitor Centre- North Yorkshire Moors National Park
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# Easingwold Primary School – [Geography] Curriculum Progression



## UKS2

	Year A			Year B		
<b>Overview</b>	<p>This year, children will continue to build upon their knowledge of the UK from previous years, with a focus on how the land is used across the UK and how this use has changed over time. They will continue the theme of land-use and widen their knowledge looking worldwide, and learning about settlements.</p> <p>To continue the thread, children will also learn about land-use worldwide and compare how land-use is the same and different in the UK and a region within North or South America.</p>			<p>In Year B, children will begin by furthering their physical geography knowledge and learn about rivers. They will use this as the base for their fieldwork and carry out a study of the River Ouse. They will then use their locational knowledge from LKS2 and start learning about how different places are linked with trade routes around the world in the Spring term. In the final term, children use their locational and place knowledge to look at how the world is divided up in different ways and make links between real places and abstract features.</p>		
<p>The areas of the National Curriculum have been carefully chosen for each year and term so that children can enter Year A or Year B as either a Year 5 or 6 pupil and be able to access the topics planned. They will allow children to build on knowledge and skills gained in KS1 and LKS2, however, the knowledge being taught in Year A does not build on Year B, and the knowledge being taught in Year B does not build on Year A.</p>						
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Land-use over time	Settlements and land use	Two regions- America	Rivers	Natural resources and trade	Lines of latitude and longitude
<b>Unit Rationale</b>	<p>Children will <u>build on their prior knowledge</u> of the UK that they have gained throughout KS1 and LKS2. They will learn about land-use patterns (housing developments, food production, energy) and to do this they will learn about <u>relationships and patterns</u> between physical and human geography and how this has changed <u>over time</u>. Throughout this unit, children will carry out fieldwork and investigate land use change in Easingwold.</p>	<p>Having learnt about land use in the UK throughout the previous term, children will now learn about land use and types of settlements worldwide. Children will focus on how and why land use is changing and the increased demand for settlements.</p>	<p>All children will <u>consolidate their learning</u> from LKS2 and revisit a region in the UK. They will <u>build on</u> this unit by comparing it to a region within North or South America. They will use maps and images. Children will learn about two contrasting places and what makes them different.</p>	<p>Children will focus on one physical feature- rivers and carry out a <u>local river study</u> of the River Ouse. They will learn about the features of a river as well as learning about the causes of flooding along the Ouse. Children will also learn about different flood alleviation schemes and evaluate their impact, considering what would happen if these schemes didn't exist. .</p>	<p>This unit requires knowledge of the world- both where places and features are located and how their locations impact on the physical and human geography. Children will <u>use this knowledge</u> to underpin their learning about where natural resources are found around the world and they will <u>make connections</u> between physical geography and human behaviour.</p>	<p>For this unit, children <u>need a good understanding of the world as a series of interconnected features and places</u>. Children will use their locational and place knowledge to underpin their learning about how the world is divided in different (abstract) ways and begin to describe some of the characteristics of these areas- <u>making connections</u> between location and characteristics.</p>

## Easingwold Primary School – [Geography] Curriculum Progression



<p><b>National Curriculum Statement</b></p>	<p><b>Locational knowledge</b>                  Name &amp; locate land use patterns in the UK &amp; understand how some of these aspects have changed over time.</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes &amp; digital/computer maps to locate countries &amp; describe features studied.                  Use the eight points of a compass, 4 &amp; 6 figure grid references, symbols &amp; key (including OS maps) to build their knowledge of the UK &amp; wider world.                  Use fieldwork to observe, measure, record &amp; present the human &amp; physical features in the local area using a range of methods, incl. sketch maps, plans &amp; graphs, &amp; digital technologies.</p>	<p><b>Human and physical geography</b>                  Describe and understand key aspects of types of settlement and land use.</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Place knowledge</b>                  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (North West) and a region within North or South America (The Great Lakes).</p> <p><b>Geographical skills and fieldwork</b>                  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>	<p><b>Human and physical geography</b>                  Describe and understand key aspects of rivers.</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes &amp; digital/computer mapping to locate countries &amp; describe features studied.                  Use the eight points of a compass, four and six-figure grid references, symbols &amp; key (including the use of OS maps) to build their knowledge of the UK &amp; wider world.                  Use fieldwork to observe, measure, record &amp; 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>	<p><b>Human and physical geography</b>                  Describe and understand key aspects of trade links, the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Locational knowledge</b>                  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> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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## Easingwold Primary School – [Geography] Curriculum Progression



<b>Skills</b>	<p><u>How has land use changed in and around Easingwold?</u> Create a thematic map showing how Easingwold has expanded &amp; how the land use has changed. Children will use maps and atlases to identify different land uses in the UK. Children will use maps from different points in time to look at how land use has changed.</p> <p>Children will use fieldwork to observe how land is used in and around Easingwold, measuring and recording the growth in the town using maps.</p>	<p>Children will use maps, atlases and digital/computer mapping to locate the areas in the world where humans are impacting on land use.</p>	<p>Children will use maps, atlases, globes and digital/computer mapping to locate the regions studied and their geographical features.</p>	<p><u>Where &amp; why does the River Ouse flood?</u> Research, use OS maps &amp; digital maps, visit Ouse to see some of the features they have researched &amp; carry out river study. Present quantitative data (graphs), sketch maps &amp; evaluate different flood prevention methods.</p> <p>Children will use maps and digital/computer mapping to research the course of the river and identify areas that flood. Children will use the eight points of a compass and six-figure grid references as well as a key when researching and describing the course of the river.</p> <p>Children will use fieldwork and carry out a river study to observe the features, measure the flow and record their findings. They will present their findings</p>	<p>Children will use maps, atlases, globes and digital/computer mapping to locate the distribution of natural resources and locate the trade routes.</p>	<p>Children will use maps, atlases, globes and digital/computer mapping to locate the lines of longitude and latitude and the geographical features linked to them.</p>
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## Easingwold Primary School – [Geography] Curriculum Progression



				using sketch maps, graphs, and written evaluations.		
<b>Knowledge</b>	<p>Children will know the names of the counties, and the cities, within the UK.</p> <p>Children will know how land is used in different ways and how this has changed over time.</p>	<p>Children will know about different types of settlements and land use in different countries as well as how and why this is changing due to human impact.</p> <p>Children will learn about population trends and the effect this is having.</p>	<p>Children will know about the human and physical aspects of a region of the UK (North West) and a region in North or South America (The Great Lakes).</p> <p>Children will understand the similarities and differences between the two regions (climate &amp; its impact, population, human and physical features, biomes).</p>	<p>Children will know the features of a river and why a river floods. They will know about flood alleviation schemes and the benefits of these.</p>	<p>Children will know about resources that are traded between different countries, why countries trade particular resources and about fair trade.</p>	<p>Children will know how the world is divided in different ways and about the physical and human geography within the areas.</p>
<b>Vocabulary</b>	County, city, United Kingdom, land-use	Settlements, land-use, impact	North America, South America, region, North West, The Great Lakes	River, flooding, floodplain, impact	Natural resources, trade, trade links, fair trade	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones
<b>Trips</b>	Easingwold			River Ouse		