

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	Nursery rhymes/it's good to be me	It's good to be part of a family	My family and their jobs	We are all special	Little explorers-I wonder what?	How does your garden grow?	On-site learning School field/outside EYFS area Off-site learning Visit to the post box Visit to the library- what do we see on the way? Visitors Outdoor learning
	<p><u>Rationale</u> - Geography is taught through child interest led activities. Children will be encouraged to show interest and question their local area around Ormesby Primary School and where they live and areas which are familiar to them. They will be asked to remember and talk about significant places in their lives as well as special places they have visited e.g. relatives, local areas, holiday destinations, parks. Children will learn about different locations around school and further afield. Children take regular 'wellie walks' around the school grounds. They will also learn about things that make our local area special and unique. They will be encouraged to talk about the similarities and differences in relation to locations using geographical vocabulary that is familiar while being introduced to new vocabulary regularly. Children will be encouraged to talk about aspects of their familiar world such as the shops on Ormesby High Street and local area.</p>						
	<p><u>Skills</u> – To understand the basic changes that happen in the different seasons in their local area. To discuss the changes through first hand experiences. To develop an interest and love of the natural and human geographical world. To be able to recognise and discuss features found in their local environment.</p>						
	<p><u>Vocabulary</u> - Home, house, school, shops, road, library, field, Autumn, Winter, Spring, Autumn, weather, sunny, windy, rainy, snow, England, Ormesby, Middlesbrough</p>						
Reception	It's good to be me Autumn		It's good to be you	Who are you? Winter	Let's explore! Spring	Near and Far Summer	On-site learning Exploring the school site EYFS outside area Off-site learning Visit to the library Wellie Walks around local area Walk to Ormesby Woods Farm visit Visitors
	<p>Children will know about similarities and differences between themselves and others, and among families, communities and traditions. Children will learn about similarities and differences in relation to places, objects, materials and living things. They will talk with a growing confidence about the features of their own immediate environment and how environments might vary from one another. Geography is taught through child interest led activities. Children will experience 'Wellie Walks' each half term in the school grounds, local area and Ormesby Woods in the different seasons. These visits are designed to give children a range of life experiences to excite and stimulate in a way they may not be able to access at home. Children will develop and reinforce previous vocabulary and geographical knowledge through first-hand experience and talking about similarities and differences of the local area and further develop a knowledge and appreciation of their local geographical diversity.</p>						
	<p><u>Skills</u> – -recognise and name some geographical physical features e.g. woods, field, hill - To explore and make comparisons between seasons, building upon their nursery experiences - To begin to understand the wider world and use some simple geographical vocabulary</p>						

	<p>- To talk and make observations about an environment further afield, for example the Arctic</p> <p>-To learn about their community and the world in which they live. To be able to compare and contrast locations</p> <p><u>Vocabulary</u> -</p> <p>- Forest, river, hill, stream, tree, lake, weather, seasons, temperature, Arctic, village, town, city, ocean, land</p> <p><u>Knowledge-</u></p> <p>The children will learn about their community, the world in which they live and how environments might vary from one another. They will begin to talk about their environment and make observations of the place they live. They will begin to ask questions, explore, investigate and make comparisons. Children will be able to use everyday language to talk about positions and distance. Children will describe relative position such as behind or next to. Children will make observations of the environment and explain why some things occur and talk about changes. Children will talk about similarities and differences in relation to places, objects, materials and living things.</p>	
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Year 1				<p>On-site learning Fieldwork and positional language- using the school field and woodland</p> <p>Off-site learning Visit to Stewart's park</p> <p>Visitors</p>
	<p><u>Our local area and fieldwork skills</u> <u>Comparing countries of the UK</u></p> <p><u>Rationale</u> - This topic is enhanced using the topic of 'Aliens'. Children revisit and develop map skills from EYFS by exploring the school grounds and school's locality. The large school grounds are ideal for children to practise map and fieldwork skills. Children talk about the natural environment and raise questions on what they have experienced and they find answers and share these with others. Our local park, 'Stewart's park' has many features to bring to life children's understanding of natural features and develops the children's knowledge of the local area from EYFS. Children will explore beyond the learning from EYFS of their immediate local area to explore the countries of the United Kingdom. They will look at major cities in the four countries and children who have visited different UK countries and cities will be able to share their knowledge with their peers. Children will begin to understand the diverse human and physical geography of the UK and how there are different ways of living.</p>	<p>History topic</p>	<p><u>Weather-</u></p> <p><u>Rationale</u> – Children will use first-hand experiences and observations to identify seasonal patterns and daily weather patterns in the UK. Children will summarise their observations and experiences of weather that are talked about throughout the year. This topic links to science topics of 'Seasons' and 'Plants'. It also links to maths and science when children collect data to record the weather. Children incorporate working scientifically skills, for example measuring rainfall. This will be ongoing throughout the year so that children 'experience' the seasons and it is then brought together in this topic. Children revisit the countries of the UK and their capital cities when reading weather maps.</p>	

	<p><u>Skills –</u> I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom and the surrounding seas. I can talk about the characteristics of the UK’s capital cities. I can use vocabulary relating to human and physical geography. I can explain what physical and human features are and use them to describe what a village, town or city is like. I identify a range of physical and human features from aerial photographs I can show awareness of my locality and identify ways it is similar and different to a distant place. I can draw a simple map using a key and symbols (of school). I can use simple compass directions and locational and directional language to describe the location of features and routes on a map. I can talk about a natural environment, naming its features using key vocabulary.</p>	<p><u>Skills –</u></p>	<p><u>Skills –</u> I can show awareness that the weather may vary in different parts of the UK and in different parts of the world. I can use basic geographical skills and first hand observation. E.g. measuring rainfall. I can locate the countries and capital cities of the UK and the surrounding seas.</p>	
	<p><u>Vocabulary -</u> City, town, village, aerial, photograph, map, atlas, near, far, capital, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, British Isles, London, Belfast, Edinburgh, Cardiff Map, North, East, South, West, near, far, left, right</p>	<p><u>Vocabulary -</u></p>	<p><u>Vocabulary –</u> Season, weather-sunny, wet, frosty, hot, cold, mild, rainy, windy, stormy, snow, hail, sleet, climate, temperature, thermometer, measuring cylinder</p>	
	<p><u>Knowledge-</u> Children will be able to locate the four countries and the capital cities of the UK. Children will be able to talk about how Ormesby is different and similar to other UK locations. I can locate places using locational and directional language. Children will be able to talk about Stewart’s park, discussing the natural features such as trees, lake and recreation. Children will be able to locate Stewart’s park on a simple map and describe its location using</p>	<p><u>Knowledge-</u></p>	<p><u>Knowledge-</u> Children will be able to describe various weathers and discuss how the weather differs in different seasons. Children can discuss the physical changes they have observed across the seasons. I can use vocabulary linked to physical geography (weather). I can identify seasonal and daily weather patterns in the United Kingdom.</p>	

	simple language.		
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Year 2	<u>Comparing and contrasting UK with a non-European country-joint with history</u>	Hot and cold	<u>Human and physical features-Saltburn, joint with history</u>	On-site learning
	<u>Rationale -</u> This topic will be taught alongside the History topic of 'Captain Cook'. Children will use their knowledge of the UK from Year One to explore how our country and local area has similarities and differences of that of a different country. This allows children who may have limited experience of travel to see the wonders of physical and human geography.	<u>Rationale -</u> This topic has been chosen as children have already learned about Captain Cook and it builds on their knowledge of the wider world. The children revisit and then locate the continents and oceans. It links to the science topic about how animals adapt to their surroundings. Children will see beyond Ormesby and the UK. Children are to explore the wider world using a range of resources that they may not have at home, including maps and atlases. They will see the wider world which hopes to develop a love of geography and inspire them to visit or study further when they are older. Children will use atlases and maps on a wider scale.	<u>Rationale -</u> This topic will be taught along the History topic 'Victorians' and our local seaside town of Saltburn. Children experience physical and human features for themselves. Children revisit skills from Year One to explore photographs and aerial maps as well as drawing their own and using locational and directional language. During a visit to Saltburn children will walk through the Valley Gardens down to the beach and see key physical features such as forest, rivers, cliffs and sea.	Off-site learning Saltburn visit Links to History visit to Captain Cook museum at Stewart's park Visitors
	<u>Skills –</u> I can name the seven continents and five oceans. I can identify a range of human and physical features in my local area. I can compare my local area with a contrasting settlement (Australia) and describe some of the physical and human features. I can describe my locality and how it is different or similar to a distant place.	<u>Skills –</u> I can name and locate the seven continents and five oceans on a globe or atlas. I can describe which continents have significant hot or cold areas and relate these to the North and South Poles and Equator. I can locate some hot and cold places using world maps, atlases and globes.	<u>Skills –</u> I can use basic geographical vocabulary to refer to key physical features and key human features, including landmarks. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Saltburn. I can read a simple map with a key. I can produce my own map of Saltburn with basic symbols and key.	
	<u>Vocabulary -</u> city, town, village, factory, farm, house, office, port,	<u>Vocabulary -</u> Continent, Europe, Asia, Oceania, North America, South America, Africa, Antartica, North Pole, South Pole, Equator, atlas, globe	<u>Vocabulary -</u> shops, parks, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, town, houses	
	<u>Knowledge-</u> Children will be able to compare their local area	<u>Knowledge-</u>	<u>Knowledge-</u> Children will be able to compare and contrast the	

	to that of a different place. Children will be able to state some of the geographical activities that take place in our local area such as industries, housing, shopping and recreational and compare it to Australia, e.g. the great barrier reef	Know that places get colder the further away from the equator they are, and hotter the closer they are to the equator. Children will develop their knowledge about the wider world and the position of different areas.	characteristics of Ormesby and Saltburn.	
Year 3	Physical and human features- tour of Europe	Volcanoes and earthquakes	Water and weather- swap to Autumn from September so UK first before moving to Europe?	On-site learning Collecting data about weather on-site Orienteeering Off-site learning Visit to local landmarks Visitors
	<u>Rationale -</u> Children will travel around the major countries and cities of Europe. The topic will help children realise there are a variety of different and interesting areas away from the local community and that their cultures and ways of life may be different but equally as important as ours. This builds upon the focus of the UK in KS1 to wider Europe.	<u>Rationale -</u> Children are introduced to physical geographical features in countries and geographical areas that they may have not heard of or seen. They recap the continents from Year Two and apply this learning whilst locating tectonic plates. Children build up a wider understanding of the world as a whole. They focus on case studies in Europe before moving to the wider world in later KS2.	<u>Rationale -</u> Children revisit the seasons and weather topic covered in KS1 and develop their knowledge to understand the reasons behind the seasons and weather patterns. Children build upon previous locational knowledge of capital cities and name other cities and counties of the UK. Children use basic fieldwork to observe, measure, record and present the weather in their local area and record this using simple graphs.	
	<u>Skills –</u> I can identify different human environments, such as the local area and contrasting settlements such as a village and a city in different countries I can recognise the main land uses that occur in different settlements using a range of key vocabulary. I can locate countries in Europe on a map or atlas. I can use the zoom function of a digital map to locate places. I can use 4 points of the compass when describing locations in relation to the UK.	<u>Skills –</u> I can locate tectonic plates on a map. I can locate specific volcanoes and areas which have experienced earthquakes using a map.	<u>Skills –</u> I can describe the water cycle in sequence, using appropriate vocabulary. I can identify the northern and southern hemisphere. I can locate specific counties and cities in the UK when reading weather maps. I can use simple maps and keys. I can use my observations and measurements to record the weather in my local area and present this on simple graphs and charts.	
	<u>Vocabulary -</u> Climate, United Kingdom, Europe, hills, mountains, coasts, rivers, trade, diverse, North, East, South, West	<u>Vocabulary -</u> Crust, mantle, inner core, outer core, tectonic plates, lava, volcano, earthquake, epicentre, seismic waves	<u>Vocabulary -</u> Evaporate, condenses, precipitation, groundwater, liquid, solid, gas, water cycle, water vapour, rainfall, Northern Hemisphere, Southern Hemisphere, Equator	

	<p><u>Knowledge-</u> Children will be able to state where the UK is in relation to other European countries. Children will be able to state and describe major landmarks of some European cities e.g. Colosseum in Rome, Buckingham Place London, Eiffel Tower Paris. Children will be able to use their knowledge of a British city to compare it to a major European city, discussing physical and human features. Children will describe the characteristics of settlements with different functions, e.g. coastal towns, villages Children will be able to locate the UK, France, Italy and Spain on a map.</p>	<p><u>Knowledge-</u> Children will be able to describe why earthquakes occur and why they happen in particular areas. Children will compare the likelihood of earthquakes in the UK to areas on tectonic plate boundaries. Children will discuss the impact of a volcano using the case study of Eyjafjallajokull, Iceland. Children will be able to explain how volcanoes form and why they erupt. Children will be able to explain the benefits and risks of living near a volcano, for instance, geothermal energy, farming.</p>	<p><u>Knowledge-</u> Children will describe the water cycle using a range of geographical language. Children will discuss why the weather in the UK is unpredictable. Children can describe why we have seasons using appropriate vocabulary. Children can name and locate counties of the UK and major cities in the context of weather maps. Children will locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. I can use my knowledge of European countries when reading weather maps.</p>	
Year 4	Rivers	Mountains	Natural resources, energy and sustainability	
	<p><u>Rationale -</u> Children study their local river, the Tees, before looking at rivers around the world. This topic gives children the opportunity to experience the beauty of their local geographical area and inspire them to look at other aspects of geography close to home. Children widen their understanding of different countries in different continents, such as the Amazon (South America), Nile (eastern Africa) with the main focus on the Volga (Europe-Western Russia).</p>	<p><u>Rationale -</u> Children use and recap their knowledge of tectonic plates from Year 3 when learning about how mountains form. This also links to their Science topic around the water cycle. Children are shown natural beauty in their own country and compare the human and physical features of the Lake District to the Rocky Mountains. Children will be taught about compass points that will be used in their PE Orienteering topic.</p>	<p><u>Rationale -</u> Children explore natural resources available in the UK and compares this to the wider world. Children use their knowledge of countries in the UK. Children explore Chile (South America) and its natural resources and compare this to the UK.</p>	<p>On-site learning orienteering Off-site learning River Tees/Teesmouth visit or High Force Visitors</p>
	<p><u>Skills -</u> I can locate major rivers of the world using maps, atlases and globes. I can locate and talk about the characteristics of major rivers of the world. I can talk about river erosion and transportation. I can understand the use of rivers including a case study of the Volga region. I can talk about the use of rivers and why they are important to people. I can carry out fieldwork at the River Tees by investigating the speed and depth of the river. I can use 4 figure grid references when locating places on the route of the River Tees. I can talk about how land use has changed on the River Tees over time.</p>	<p><u>Skills -</u> Children will be able to describe how mountain ranges form. I can locate the Alps on a map (Italy, France, Switzerland, Germany, Austria and Slovenia) and the Rocky Mountains (North America-Canada, USA, Mexico) I can understand the significance of latitude and longitude. I can use 4 figure grid references. I can use the zoom function of a digital map to locate places. I can begin to use 8 points of a compass.</p>	<p><u>Skills -</u> I can compare the natural resources of the UK with Chile and locate both countries using a map.</p>	

	<p><u>Vocabulary</u> - Source, mouth , erosion, meander, water fall, rapids, flow, Stockton, Yarm, High Force, Tees, Port, rural, urban, land use,</p>	<p><u>Vocabulary</u> - fold mountain, settlement, tectonic plates, Earth’s crust, mountain, hill, river, land-use, latitude, longitude</p>	<p><u>Vocabulary</u> - sustainability, fossil fuels, natural resources, renewable, non-renewable, pollution</p>	
	<p><u>Knowledge</u>- Children will be able to describe the parts of a river. Children will be able to describe the key physical features of the River Tees from source to mouth. Children will carry out a fieldwork trip, plan, and carry out an investigation into speed and depth of the river. Children will also sketch physical features of the river such as High Force. Children will be able to locate key places on the River Tees using a variety of maps. Children will compare the River Tees and the surrounding region to the Volga region.</p>	<p><u>Knowledge</u>- I can compare a region of the UK (Lake District) to a region of Europe (the Alps) and North America (Rocky Mountains), for instance, land use.</p>	<p><u>Knowledge</u>- Children can explain about a range natural resources and why different countries supply different resources. I can discuss how the use of natural resources has changed over time. Children can discuss the uniqueness of Chile, concentrating on its key physical characteristics, such as its unique shape and differing climates that allows a range of natural resources to be produced including food, minerals and metals.</p>	
Year 5	Slums	Biomes	Energy and sustainability-swap this topic to Autumn from September to have European/South American focus first?	
	<p><u>Rationale</u> - Children will explore a very different use of land and settlements to their own experiences by locating slums in North and South America before focusing on Dharavi, India. This will increase children’s understanding of different living conditions when they compare it to their personal experiences. Children will revisit key skills of geographers by using maps, atlases and computing mapping. Children begin to understand the wider world.</p>	<p><u>Rationale</u> - This topic develops children’s understand of physical geography and environmental regions. Children revisit identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and are introduced to the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian. Children see the vast difference in environments around the world and how these contrast to their own experience of the world. Children will also use 8 points of the compass alongside their PE ‘Orienteering’ topic.</p>	<p><u>Rationale</u> - Children learn about real-life issues that the globe is facing surrounding energy supplies. It encourages children to take responsibility for their part in improving our local and global environment. Children study Curitiba, Brazil, widening their experience of South America and the changes that have been made to be more sustainable and compare it to Freiburg, Germany.</p>	On-site learning orienteering Off-site learning Visitors
	<p><u>Skills</u> – I can locate slums from around the world including India, Mexico, and Brazil on a map, atlas and globe. I can describe the conditions of slums. I can discuss why some people want to remove slums.</p>	<p><u>Skills</u> – I can use map skills to discuss the location of different biomes. I can locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. I can begin to use the 8 points of a compass</p>	<p><u>Skills</u> – I can extend my knowledge of countries in Europe and South America. I can observe how land use and resource use has changed over time in the context of providing energy sources. I understand geographical similarities and differences through the study of human and</p>	

		when discussing locations.	physical geography of a region of the United Kingdom, a region in a European country (Germany), and a region within North or South America (Brazil).	
	<u>Vocabulary</u> - Living conditions, sanitation, slum, sewage, overcrowding,	<u>Vocabulary</u> - tropical rainforest, savanna, desert, deciduous forest, coniferous forest, tundra, biome, permafrost, climate, Tropics of Cancer and Capricorn, latitude, longitude	<u>Vocabulary</u> - Fossil fuel, economy, renewable energy, non-renewable, sustainable, non-sustainable, solar energy,	
	<u>Knowledge-</u> I can discuss the characteristics of slums and their land use and human characteristics. I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food.	<u>Knowledge-</u> I explain what a biome is. I can name some types of biome. I can explain why biomes are located where they are using appropriate locational vocabulary. I can discuss why biomes are under threat. I can compare the UK's physical geography with a contrasting biome in North/South America.	<u>Knowledge-</u> I can explain examples of sustainable and non-sustainable energy sources. I can explain why the environment is under pressure. I can explain how Curitiba and Freiburg have used sustainable sources. I can consider ways that the UK could work towards being more sustainable.	
Year 6	Local fieldwork	Population	Globalisation	
	<u>Rationale</u> - Children use skills acquired throughout primary school to engage in their own geographical investigations. Children apply their skills of data collection learnt in Maths and Science. Children see how professional geographers carry out fieldwork. Children build their own lines of enquiry and explore to find the answers themselves. Children will use skills that they may not have opportunity to at home. Children will use their compass knowledge from KS2 'Orienteering' in the context of fieldwork.	<u>Rationale</u> - This topic allows children to realise the vastness of human population on Earth. Children revisit key skills of reading data from a geographical perspective and thinking 'like a geographer'. Children learn about Japan and the impact of its ageing population. Children explore food security. Children explore countries in the different continents.	<u>Rationale</u> - Children explore the wider world outside of their experiences. Children build upon their understanding of economic activity and trade links from the Spring term. Children use their understanding from throughout primary school to see how countries from different continents link together.	On-site learning School field – revisiting early map skills Off-site learning Danby moor centre Visitors
	<u>Skills –</u> I can 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. I can use 8 points of a compass. I can use 6 figure grid references.	<u>Skills –</u> I can locate countries and major cities with highest populations, including China, USA, Brazil, Russia and Mexico. I can discuss how populations of countries impacts on types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<u>Skills –</u> I can explain economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. I can discuss how globalisation has impacted upon economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	

	<p><u>Vocabulary</u> - Hypothesis, analysis, evaluation, enquiry, field sketch, grid reference, quantitative data, qualitative data, compass points</p>	<p><u>Vocabulary</u> - Birth rate, death rate, life expectancy, population density, food security, ageing population</p>	<p><u>Vocabulary</u> - Exports, globalisation, imports, trade, transnational corporation,</p>	
	<p><u>Knowledge</u>- I can set hypothesis, pose questions and find answers using my own fieldwork.</p>	<p><u>Knowledge</u>- I can discuss the how population density differs around the world. I can discuss the population density of the UK and compare this to other countries. I can discuss how and why population density has changed. I can discuss the challenges of an ageing population within the context of Japan. I can discuss food security and offer ideas about whats to increase food security.</p>	<p><u>Knowledge</u>- I know what globalisation is and how it began. I can explain how technology has advanced and how this has impacted communication. I can explain how globalisation has impacted upon trade. I can discuss pros and cons of globalisation. I can locate countries on a map in the context of globalisation.</p>	