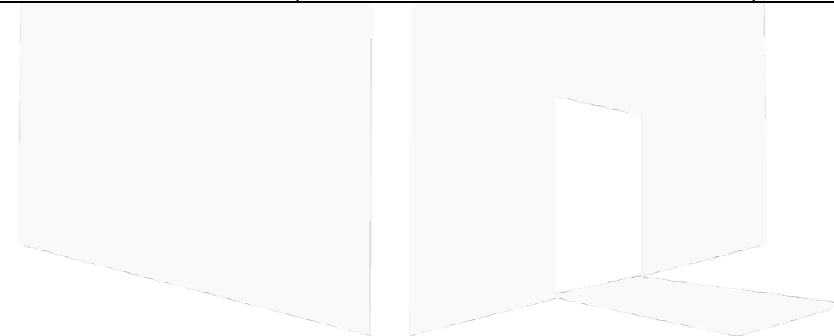


## GEOGRAPHY

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery (EYFS)</b>	Topic	<b>My local area</b>	<b>Our community</b>	<b>Family and Community</b>	<b>Wider World</b>	<b>Wider World</b>	<b>Wider World</b>
	Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore the school setting and the environment.</li> <li>To investigate a map of your school and surrounding area.</li> <li>To identify local landmarks.</li> <li>Local area walks -Identifying what is in our local area.</li> <li>Creating simple maps.</li> </ul>	<ul style="list-style-type: none"> <li>To explore India on a map.</li> <li>To explore the culture and traditions of India.</li> </ul>	<ul style="list-style-type: none"> <li>To explore our local environment.</li> <li>Why do we use planes? Trains?</li> <li>Identifying how we get to school.</li> <li>Exploring the best transports to use for journeys.</li> </ul>	<ul style="list-style-type: none"> <li>To compare urban and rural environments.</li> <li>To draw and label a map.</li> <li>To investigate a map from a wider area.</li> <li>To describe a familiar route.</li> <li>Exploring a range of habitats and the animals that live there.</li> <li>Exploring why animals live in certain habitats.</li> </ul>	<ul style="list-style-type: none"> <li>To compare food to our locality.</li> <li>To clean our local area by attending a class litter pick.</li> <li>Analysing our effect on the environment. (pollution)</li> <li>Comparing two contrasting environments.</li> </ul>	<ul style="list-style-type: none"> <li>To compare hot and cold climates.</li> <li>To investigate the Earth.</li> <li>To compare land and sea.</li> <li>To investigate and exploring the world map in Africa.</li> <li>Identifying countries with hot and cold climates.</li> <li>Explaining similarities and differences between life in different countries.</li> </ul>
	End Point	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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>Reception (EYFS)</b>	Topic	<b>My local area</b>	<b>Our community</b>	<b>Family and Community</b>	<b>Wider World</b>	<b>Wider World</b>	<b>Wider World</b>
	Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore the school setting and the environment.</li> <li>To investigate a map of your school and surrounding area.</li> <li>To identify local landmarks.</li> <li>Local area walks -Identifying what is in our local area.</li> <li>Creating simple maps.</li> </ul>	<ul style="list-style-type: none"> <li>To explore India on a map.</li> <li>To explore the culture and traditions of India.</li> </ul>	<ul style="list-style-type: none"> <li>To explore our local environment.</li> <li>Why do we use planes? Trains?</li> <li>Identifying how we get to school.</li> <li>Exploring the best transports to use for journeys.</li> </ul>	<ul style="list-style-type: none"> <li>To compare urban and rural environments.</li> <li>To draw and label a map.</li> <li>To investigate a map from a wider area.</li> <li>To describe a familiar route.</li> <li>Exploring a range of habitats and the animals that live there.</li> <li>Exploring why animals live in certain habitats.</li> </ul>	<ul style="list-style-type: none"> <li>To compare food to our locality.</li> <li>To clean our local area by attending a class litter pick.</li> <li>Analysing our effect on the environment. (pollution)</li> <li>Comparing two contrasting environments.</li> </ul>	<ul style="list-style-type: none"> <li>To compare hot and cold climates.</li> <li>To investigate the Earth.</li> <li>To compare land and sea.</li> <li>To investigate and exploring the world map in Africa.</li> <li>Identifying countries with hot and cold climates.</li> <li>Explaining similarities and differences between life in different countries.</li> </ul>
	End Point	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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>KS1 Cycle A</b>	Topic	<b>Weather and the UK</b>	<b>Compass and Maps</b>	<b>Human and physical features.</b>	<b>Human and physical features.</b>	<b>United Kingdom Comparison</b>	<b>Continents and oceans.</b>
	Enquiry Question	How do the seasonal and daily weather patterns change throughout the year?	How can a compass be used to locate human and physical features on a map?	What are the human and physical features of the local area and how do they compare to a contrasting place?	What are the human and physical features of the local area and how do they compare to a contrasting place?	How do key features differ between the UK and Kenya?	Where are the seven continents and five oceans of the world located?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To understand the seasonal and daily weather patterns in the United Kingdom.</li> <li>The identify the hot and cold areas of the world.</li> <li>To identify how the hotter and cold climates have an impact on the different weather types.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what a compass is used for when using a map.</li> <li>To identify the simple compass directions and locational and directional language and use this to describe the location of human and physical <b>features on a map.</b></li> <li>To use locational and directional language to explain routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>To study the geography of our school and its grounds.</li> <li>To recognise features of human and physical geography.</li> <li>To compare human and physical features of two contrasting locations.</li> <li>To identify physical and human features on an aerial photograph.</li> <li>To recognise map symbols.</li> <li>To create a map using a key.</li> </ul>	<ul style="list-style-type: none"> <li>To study the geography of our school and its grounds.</li> <li>To recognise features of human and physical geography.</li> <li>To compare human and physical features of two contrasting locations.</li> <li>To identify physical and human features on an aerial photograph.</li> <li>To recognise map symbols.</li> <li>To create a map using a key.</li> </ul>	<ul style="list-style-type: none"> <li>To name and locate the four countries and capital cities of the UK.</li> <li>To compare the geographical features Pontefract and Limpopo.</li> <li>To compare landmarks in London to those in Cape Town.</li> </ul>	<ul style="list-style-type: none"> <li>To name and locate the 7 continents.</li> <li>To name and locate the 5 oceans.</li> <li>To identify key facts about the 7 continents.</li> </ul>
	End Point	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator.	To be able to use compass directions and locational and directional language to describe the location of features on a map.	To use simple fieldwork and observational skills to study the geography of their school and the local area and the key human and physical features of its surrounding environment.	To use simple fieldwork and observational skills to study the geography of their school and the local area and the key human and physical features of its surrounding environment.	To understand geographical similarities and differences through the studying of human and physical geography of a small area of the UK, and a small area in a contrasting Non-EU country.	To name and locate the world's seven continents and five oceans.
<b>KS1 Cycle B</b>	Topic	<b>Human and physical features</b>	<b>Continents and Climate</b>	<b>Land and Sea</b>	<b>Location and Direction</b>	<b>Extreme Climates</b>	<b>The United Kingdom</b>
	Enquiry Question	What are the human and physical features of the school and local area?	What are the seven continents of the world? Where are the hotter/colder continents located in relation to the equator?	Where are the five oceans of the world located?	How can the four main compass points be used to describe the location of places on a map?	Where are the southern and northern hemispheres located on a map?	What countries and their capital cities make up the United Kingdom and where are they located?  Which seas surround the UK and where are they located?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain what a human and physical feature is. To sort human and physical features.</li> <li>To explore the human and physical features of an area by looking at aerial photographs.</li> <li>To use geographical similarities and differences through studying the human and physical geography of a contrasting place.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps and atlases to name and locate the seven continents of the world.</li> <li>To use their knowledge about the location of continents and explain whether they are hotter or colder in relation to the equator.</li> <li>To use their knowledge of the continents and the climates to study the conditions (Antarctica).</li> </ul>	<ul style="list-style-type: none"> <li>To use maps and atlases to name and locate the 5 oceans of the world.</li> <li>Identify the most suitable habitats for different animals.</li> <li>To understand the conditions in the Antarctic and the Southern Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>To use simple compass directions.</li> <li>Use simple compass directions and directional language to describe places surrounding Pontefract.</li> <li>Use basic geographical vocabulary to refer to key physical / human features on maps.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a map to locate the Northern and Southern Hemisphere.</li> <li>To compare the continents in the southern and northern and where they are in relation to the equator.</li> <li>To compare differences and similarities between the UK and Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps and atlases and a globe to identify and locate the countries and the capital cities of the United Kingdom.</li> <li>To use maps and atlases to identify the seas that surround the UK.</li> <li>To write a fact page about a capital cities/country in the UK.</li> </ul>
	End Point	To use geographical vocabulary when comparing human and physical features.	To name and locate the seven continents of the world and explain which are hotter and colder in relation to the equator.	To name and locate the world's five oceans.	To use simple compass directions (North, South, East, West) to describe the location of features	To understand where the Northern and Southern Hemisphere are located.	To identify and locate the countries and capital cities that make up the United Kingdom.

**GEOGRAPHY**

		To understand geographical differences through studying the human and physical differences places.			and places.		To explain which seas, surround the UK.
LKS2 Cycle A	Topic	<b>Compass points</b>	<b>Maps and atlases</b>	<b>Fair Trade</b>	<b>Fair Trade</b>	<b>South America</b>	<b>South America</b>
	Enquiry Question	How can a compass help to locate countries around the world?	How can map reading skills be beneficial to creating maps of my local area?	How is Fairtrade helping Climate Change?	How is Fairtrade helping Climate Change?	How do the human and physical geographical features differ between different countries within South America?	How do the human features and physical features differ between a region in South America and the United Kingdom?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain what a compass is and what it is used for. To explain the 8 compass points.</li> <li>To use the main 8 compass points to locate places and locations.</li> <li>To use the skills from previous lesson to take part in orienteering.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to interpret a map and its symbols.</li> <li>To understand how to read an atlas and accurately locate places.</li> <li>To design my own map using the knowledge previously acquired.</li> <li>To understand how to use four-figure grid references accurately.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what Fairtrade is and identify Fairtrade products.</li> <li>To understand the journey of Fairtrade products.</li> <li>To explain how food miles affects climate change.</li> <li>To explain how fair-trade effects the climate.</li> <li>To explain how Fairtrade farmers, look after the environment.</li> <li>To explain how Fairtrade can be promoted.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what Fairtrade is and identify Fairtrade products.</li> <li>To understand the journey of Fairtrade products.</li> <li>To explain how food miles affects climate change.</li> <li>To explain how fair-trade effects the climate.</li> <li>To explain how Fairtrade farmers, look after the environment.</li> <li>To explain how Fairtrade can be promoted.</li> </ul>	<ul style="list-style-type: none"> <li>To identify South America on a map and explore the countries within the Amazon Rainforest.</li> <li>To understand the physical and human geography of South America.</li> <li>To understand biomes, climate zones and vegetation zones around the world.</li> </ul>	<ul style="list-style-type: none"> <li>To study the physical geography of a <b>region</b> of South America.</li> <li>To study the human geography of a <b>region</b> of South America. To compare a region of the United Kingdom with a region of South America</li> </ul>
End Point	To be able to talk about what a compass is used for. They will be able to identify the 8 compass points and use them to locate places on a map.	To be able to use the key features of an atlas to locate information. To be able to accurately read a map and locate places with the United Kingdom. To be able to use previous knowledge to create their own map of the local area.	To be able to talk about what fair trade is and identify fair trade products while also explaining the effect climate change has on fair trade.	To be able to talk about what fair trade is and identify fair trade products while also explaining the effect climate change has on fair trade.	To be able to locate South America and understand the biomes, climate zones and vegetation in South America and around the world.	To explain how the physical and human geography differs between the UK and a region in South America (Brazil)	
LKS2 Cycle B	Topic	<b>Volcanoes</b>	<b>Water Cycle</b>	<b>Biomes</b>	<b>Europe – counties, countries and capital cities.</b>	<b>Rivers</b>	<b>Mapping Skills</b>
	Enquiry Question	How do volcanoes and earthquakes shape people's lives?	How does the water cycle impact the planet and the people living here?	How do biomes influence the habitats of the plants and animals?	How does London and the UK geographically compare to other capital cities and countries in Europe?	How do the features of famous rivers benefit civilisations?	How does the location of countries and cities in the United Kingdom shape our lives?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain how the Earth's crust impacts where, how and why volcanoes and earthquakes occur.</li> <li>To understand the different types of volcanoes and where they are located on a map.</li> <li>To explain how volcanoes are formed and the positive and negative impact they have.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the main stages of the water cycle and its importance.</li> <li>To understand the need for clean drinking water and assess the problems that this can cause.</li> <li>To identify the causes of water pollution and the impact this is having on the planet.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and explain the major biomes, including the plants and animals that live there.</li> <li>To locate biomes using maps and atlases.</li> <li>To explain the purpose of vegetation zones and the plants that grow there.</li> </ul>	<ul style="list-style-type: none"> <li>To locate continents and countries across the world using maps and atlases.</li> <li>To locate capital cities within Europe and understand why each capital city is located where it is.</li> <li>To research and compare London to another capital city, describing the similarities and differences using geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the main features and purpose of a river.</li> <li>To learn and describe famous rivers on map, using geographical vocabulary.</li> <li>To understand the benefits and importance of rivers to civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>To locate and identify UK cities using map scales.</li> <li>To compare two UK locations using human and physical features.</li> <li>To understand the importance of a coast and threats to the coast from erosion.</li> </ul>
End Point	To be able to understand the structure and formation of a volcano and the impact volcanoes and earthquakes on humans.	To understand and explain the process of the water cycle, including the need for clean water and the impact of water pollution.	To understand, explain and locate the main biomes, including the animals that live there.	To locate and compare capital cities within Europe, using geographical vocabulary to describe them.	To understand and explain the features and benefits of rivers around the world.	To understand the importance and locate the cities and countries within the United Kingdom.	
UKS2 Cycle A	Topic	<b>Rocket Launch Site (Human and Physical Geography)</b>	<b>Rocket Launch Site (Human and Physical Geography)</b>	<b>Trading between the UK and Syria</b>	<b>Trading between the UK and Syria</b>	<b>Mountains and Rivers</b>	<b>Mountains and Rivers</b>
	Enquiry Question	How is a suitable rocket launch site selected to be geographically fit for purpose?	How is a suitable rocket launch site selected to be geographically fit for purpose?	How has trading between Syria and the UK impacted the economic growth and relationship between the two countries?	How has trading between Syria and the UK impacted the economic growth and relationship between the two countries?	What is the significance of the geographical positioning of mountains and rivers around the world?	What is the significance of the geographical positioning of mountains and rivers around the world?



### GEOGRAPHY

	<b>Key Knowledge and skills</b> <b>End Point</b>	<ul style="list-style-type: none"> <li>To be able to locate countries on a map, where space programmes exist.</li> <li>To identify human and physical features of the Earth, that can be seen from space.</li> <li>To research landscapes to identify human and physical features of potential rocket launch locations.</li> <li>To select and justify appropriate locations for a rocket launch.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to locate countries on a map, where space programmes exist.</li> <li>To identify human and physical features of the Earth, that can be seen from space.</li> <li>To research landscapes to identify human and physical features of potential rocket launch locations.</li> <li>To select and justify appropriate locations for a rocket launch.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the positionality of Syria, including human and physical features of the country and its capital city.</li> <li>To explore trade links between Syria and other countries, including the UK and the impact this has on economic activity.</li> <li>To understand the impact of fair trade and how small local businesses differ to global companies.</li> <li>To compare the human and physical features of Syria and the UK using maps, atlases, globes, and internet research.</li> <li>To deepen learning through discussion of how the use of land, trade links and the distribution of natural resources has changed over time.</li> <li>To make connections between Syria and the UK to assess how they rely on one another through trading, importing, and exporting.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the positionality of Syria, including human and physical features of the country and its capital city.</li> <li>To explore trade links between Syria and other countries, including the UK and the impact this has on economic activity.</li> <li>To understand the impact of fair trade and how small local businesses differ to global companies.</li> <li>To compare the human and physical features of Syria and the UK using maps, atlases, globes, and internet research.</li> <li>To deepen learning through discussion of how the use of land, trade links and the distribution of natural resources has changed over time.</li> <li>To make connections between Syria and the UK to assess how they rely on one another through trading, importing, and exporting.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the key features of a river and the impact this has on civilisations.</li> <li>To analyse key rivers and compare their features, including their location, using atlases, pictures, and internet sources.</li> <li>To locate key mountain ranges around the world, understanding how high ground can be located on a map.</li> <li>To understand the key features of a mountain using images alongside their significance.</li> <li>To compare similarities and differences in mountain ranges.</li> <li>To draw conclusions about mountains and rivers by comparing and justifying their location around the world.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the key features of a river and the impact this has on civilisations.</li> <li>To analyse key rivers and compare their features, including their location, using atlases, pictures, and internet sources.</li> <li>To locate key mountain ranges around the world, understanding how high ground can be located on a map.</li> <li>To understand the key features of a mountain using images alongside their significance.</li> <li>To compare similarities and differences in mountain ranges.</li> <li>To draw conclusions about mountains and rivers by comparing and justifying their location around the world.</li> </ul>
	<b>End Point</b>	Pupils to explain and justify a rocket launch location of their own, using research of human and physical research of current rocket launch sites to inform their decision.	Pupils to explain and justify a rocket launch location of their own, using research of human and physical research of current rocket launch sites to inform their decision.	To understand how global trade links have impacted the economic growth of Syria and its relationship with the UK.	To understand how global trade links have impacted the economic growth of Syria and its relationship with the UK.	To locate and describe mountains and rivers across the world and justify their significance to settlements and landscapes.	To locate and describe mountains and rivers across the world and justify their significance to settlements and landscapes.
	<b>Topic</b>	<b>Positionality and Time Zones</b>	<b>Positionality and Time Zones</b>	<b>Globalisation</b>	<b>Globalisation</b>	<b>Mapping and Location Skills</b>	<b>Mapping and Location Skills</b>
	<b>Enquiry Question</b>	What is the impact of key geographical divisions on the positionality and time zones of countries around the Earth?	What is the impact of key geographical divisions on the positionality and time zones of countries around the Earth?	How has globalisation impacted the way countries trade and what is its environmental impact?	How has globalisation impacted the way countries trade and what is its environmental impact?	Why are positional directions vital in the understanding of geographical locations?	Why are positional directions vital in the understanding of geographical locations?
	<b>Key Knowledge and skills</b>	<ul style="list-style-type: none"> <li>To understand the significance of, and use, lines of longitude and latitude.</li> <li>To identify key geographical divisions of the Earth.</li> <li>To understand how night and day differs around the world.</li> <li>Draw comparisons from the Arctic and Antarctic Circles.</li> <li>To identify time zones on a map.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the significance of, and use, lines of longitude and latitude.</li> <li>To identify key geographical divisions of the Earth.</li> <li>To understand how night and day differs around the world.</li> <li>Draw comparisons from the Arctic and Antarctic Circles.</li> <li>To identify time zones on a map.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the process involved in a trade agreement.</li> <li>To identify popular trade routes and agreements from the UK with other countries.</li> <li>To explore the positive and negative impact of globalisation.</li> <li>To understand the impact of deforestation and how Fairtrade impacts upon people around the world.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the process involved in a trade agreement.</li> <li>To identify popular trade routes and agreements from the UK with other countries.</li> <li>To explore the positive and negative impact of globalisation.</li> <li>To understand the impact of deforestation and how Fairtrade impacts upon people around the world.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use the 8 points of a compass.</li> <li>To use degrees of longitude and latitude to express position on the globe.</li> <li>To use 4-figure and 6-figure grid references accurately.</li> <li>To use symbols to represent and describe key features on a map.</li> <li>To plot a route on a map using positionality mapping skills.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use the 8 points of a compass.</li> <li>To use degrees of longitude and latitude to express position on the globe.</li> <li>To use 4-figure and 6-figure grid references accurately.</li> <li>To use symbols to represent and describe key features on a map.</li> <li>To plot a route on a map using positionality mapping skills.</li> </ul>
<b>UKS2 Cycle B</b>	<b>End Point</b>	To understand and apply learning relating to the key geographical divisions of the Earth and the impact this has on time zones, positionality, and the climate.	To understand and apply learning relating to the key geographical divisions of the Earth and the impact this has on time zones, positionality, and the climate.	To understand and explain how globalisation has led to benefits and drawbacks when trading worldwide and how it impacts on sustainability and the planet.	To understand and explain how globalisation has led to benefits and drawbacks when trading worldwide and how it impacts on sustainability and the planet.	To understand the importance of recognising, describing, and using positional directions to plot a route effectively.	To understand the importance of recognising, describing, and using positional directions to plot a route effectively.