



GEOGRAPHY in a Nutshell



EYFS – Sparrows

Both Years	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. 		
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> • I know some similarities and differences between different communities in the United Kingdom. • I know some similarities and differences between the natural world around me and contrasting environments • I know what a map is. 		
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> • I can explore the natural world around me, making observations and drawing pictures of animals and plants. • I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • I can explain some similarities and differences between life in the United Kingdom and life in other countries. 		
Vocabulary	countries, world, deserts, river, ocean, lake, forest, map, globe, Earth, map, UK, landmark, village, town, city		



GEOGRAPHY in a Nutshell



Key Stage 1 – Skylarks & Willows

Odd Year	Autumn 2	Spring 2	Summer 2
Unit title	What is it like where I live? Local area fieldwork study	What are the wonders of our world?	What are seasons?
Concept	Place knowledge	Location knowledge	Physical Geography
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know human and physical features within our school grounds. I know human and physical geographic features of my area. I know simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe location of features and routes on a map. 	<ul style="list-style-type: none"> I know the location and names of the seven continents. I know the location and names of the five oceans. I know where the equator, the North and South Pole are located on a globe. I know the Equator as being hot and the North and South Pole as being cold and explain in simple terms. 	<ul style="list-style-type: none"> I know seasonal and daily weather patterns in the UK. I know and can discuss the different seasons. I know how weather changes through the seasons.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can devise a simple map and use and construct basic symbols in a key. I can use aerial photography, Google Earth and simple maps to identify landmarks. <p>Fieldwork – Walk around the school grounds observing and identifying human and physical features. Extend this to a village walk identifying key human and physical geographical features.</p>	<ul style="list-style-type: none"> I can compare similarities and differences between my location and a region of the North Pole. I can use a globe and atlases to locate the continents and oceans of the world. <p>Fieldwork - I can compare similarities and differences between my location and a region of the North Pole and record through drawings.</p>	<ul style="list-style-type: none"> I can locate hot and cold areas in the world on a globe including the equator the North and South pole. I can make predictions on the season based on ariel photos taken at different times of the year. <p>Fieldwork - I can use a rain gauge, thermometer and other weather measuring devices to keep a weather diary and understand how this would vary depending on when completed in the year.</p>
Vocabulary	Physical features – river Human features – city, town, village, farm, house, office, shop	Physical features – beach, cliff, coast, sea, ocean	Physical features – weather, seasons



GEOGRAPHY in a Nutshell



Key Stage 1 – Skylarks & Willows

Even Year	Autumn 1	Spring 1	Summer 1
Unit title	Where do other people live? People and communities	What is it like to live in Australia? Comparison study	Where does food come from? Farm to fork Local field study
Concept	Locational knowledge	Place knowledge	Place knowledge
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the names of the four countries of the UK. I know names the capital cities of the four countries within the UK. I know and can locate the characteristics of the four countries in the UK. I know there are different types of maps. 	<ul style="list-style-type: none"> I know where Townsville is located and in which country. I know there are similarities and differences between Townsville and Norwich. I know how farming practices differ between Norfolk and Townsville. 	<ul style="list-style-type: none"> I know where food comes from. I know what food we can buy in shops. I know how our food gets to us. I know what plants grow on a farm. I know what animals might be on a farm.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can use maps to identify the four countries of the UK. I can use aerial photographs to recognise basic human and physical features. I can draw my own map showing the countries of the UK and begin to use a key. <p>Fieldwork – virtual tour of the 4 capital cities, comparing the human features.</p>	<ul style="list-style-type: none"> I can locate Townsville on a map. I can explain where Townsville is in relation to the UK. I can use Google maps / earth to identify some human and physical features of Townsville and Norwich including beach, coast, factory. <p>Fieldwork – virtual visit to Townsville to identify Geographical features and create a simple map key.</p>	<ul style="list-style-type: none"> I can identify a variety of foods and understand that not all food comes from a supermarket. I can understand the food chain process. I can locate where British food comes from on a map, applying simple compass directions. I can design a great British picnic. <p>Fieldwork – visit to a local farm to identify animals and plants and what they are used for.</p>
Vocabulary	Human features – city, town, village, country, capital cities	Physical features – mountain, forest, season, weather Human features – city, town, village	Physical features – soil, vegetation Human features – farm, port, harbour, shop, factory



GEOGRAPHY in a Nutshell



Lower Key Stage 2 – Swifts & Sycamores

Odd Year	Autumn 2	Spring 2	Summer 2
Unit title	Where on Earth are we?	Why is climate important? Comparison Study	Can you come on a great American Road Trip?
Concept	Locational Knowledge	Physical Geography	Place Knowledge
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the key geographical locations and lines on the earth. I understand the global times zones and reasons behind day and night. I know how to locate a place on earth. I know how our understanding of the earth has changed over time. 	<ul style="list-style-type: none"> I know what weather, climate and biomes are. I know the hottest and driest place on earth. I know the hottest and wettest place on earth. I know the UK's climate zone and biome. I know the importance of climate. 	<ul style="list-style-type: none"> I know where North America is located and can identify it on a map and name the different countries within it. I know there are unique environmental regions within North America. I know the importance of Route 66 and the key geographical features.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can use maps, atlas', globes and computers to locate countries and describe features. I can compare the time across different locations. I can use eight points of a compass, grid references and coordinates. <p>Fieldwork skill – using a compass and directional vocabulary.</p>	<ul style="list-style-type: none"> I can recognise, describe and identify different vegetation zones, biomes and climate zones. I can locate different climate areas on a map. I can describe why climate zones are located where they are using Geographical language. <p>Fieldwork – I can identify different features that identify my location as being in a temperate biome.</p>	<ul style="list-style-type: none"> I can identify human and physical features of a North American city. I can locate and describe key places in North America (cities, rivers, oceans, mountains etc). I can identify and describe the journey of Route 66. <p>Fieldwork – Virtual trip along Route 66</p>
Vocabulary	Latitude, longitude, equator, hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic Circle, Greenwich meridian, time zone.	Vegetation, temperature, desert, rainforest, temperate, climate, biome, tropical, Mediterranean, polar, arid, mountains	North America, Canada, USA, Mexico, plains, desert, mountains, climate, cities, terrain



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Lower Key Stage 2 – Swifts & Sycamores

Even Year	Autumn 1	Spring 1	Summer 1
Unit title	How does water go round? Local field study, River Yare	What makes the Earth shake? European Study	Why do people visit the Alps? Cold region study
Concept	Physical Geography	Place Knowledge	Locational Knowledge
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the process of the water cycle I know the key features and stages of rivers I know the key rivers of the UK I know the uses of rivers, including leisure and business 	<ul style="list-style-type: none"> I know the layers of the Earth I know the concept of tectonic movements I know where volcanoes and earthquakes occur and can locate them on a map. I know why volcanic eruptions and earthquakes occur. I know why people choose to live near disaster areas and what precautions they have in place. 	<ul style="list-style-type: none"> I know the location and physical features of the Alps. I know how the Alps were formed. I know the climate in the Alps and how homes are adapted. I know the key industries in the Alps. I know the impact of avalanches on the Alpine landscape.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can understand the water cycle and where rain comes from. I can discover how and where rain water travels. I can locate rivers on a map. I can describe how rivers change a landscape. <p>Fieldwork - model a river system/or local river visit to study specific features.</p>	<ul style="list-style-type: none"> I can draw a diagram showing the layers of the earth. I can plot on a map the main tectonic plates and where earthquakes and volcanoes occur. I can articulate the impact of natural disasters. <p>Fieldwork – create and test an earthquake proof structure.</p>	<ul style="list-style-type: none"> I can locate the Alps on a map. I can name the countries that the Alps are located. I can describe the role of plate tectonics on the formation of mountains. <p>Fieldwork – Create an information booklet for tourists visiting the area ensuring a Geographical focus.</p>
Vocabulary	bank, basin, estuary, confluence, erosion, mouth, current, delta, floodplain, mouth, upper, lower, meander, source, tributary, evaporation, precipitation, collection	active, dormant, extinct, tectonic plate, magma, core, crust, ash, crater, volcano, tsunamis, earthquakes, Richter scale,	mountain, Alps, Matterhorn, climate, range, avalanche, tectonics,



GEOGRAPHY in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Odd Year	Autumn 2	Spring 2	Summer 2
Unit title	How is the UK changing? Local area study	Where does our produce come from?	What is it like in the Amazon? Continent Study
Concept	Human & Physical Geography	Human Geography	Place Knowledge
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know what a settlement is. I know what resources energy generation (renewable energy and UK power stations) are e.g. I know where our food comes from. I know there are different forms of transport links. I know there are different types of land use. 	<ul style="list-style-type: none"> I know what trade is. I know the difference between an import and an export. I know some major imports and exports of the UK and a comparison continent. I know the major global sea routes including major ports of the UK. 	<ul style="list-style-type: none"> I know where the Amazon is located. I know the characteristics of the Amazon rainforest. I know the culture and way of life in Manaus. I know whether people live in the Amazon rainforest. I know why it is important to protect the Amazon rainforest.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can identify different types of land use using Google Earth, satellite images, OS maps I can explain different ways energy can be generated and transported. I can interpret data regarding land use. I can design my own settlement. <p>Fieldwork – visit a settlement to survey resources, transport and land use.</p>	<ul style="list-style-type: none"> I can identify where a product was made. I can locate where products are made on a map. I can calculate how far a product has travelled - factory to consumer. I can identify multinational corporations and understand how they are successful. <p>Fieldwork – Visit to or virtual visit to a UK port.</p>	<ul style="list-style-type: none"> I can locate the Amazon on a map and describe its location and key features (human and physical). I can identify the Amazon rainforests characteristics including flora, fauna and climate. <p>Fieldwork – Virtual walk through the rainforest or visit to Amazonia.</p>
Vocabulary	Settlement, land use, natural resources, energy, food, minerals, water	trade, import, export, port, trade route, multinational corporation	climate, indigenous, flora, fauna, deforestation



GEOGRAPHY in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Even Year	Autumn 1	Spring 1	Summer 1
Unit title	Are we damaging our world?	What happens when the river meets the sea? Local field study - coastal	Where should we go on holiday? European study
Concept	Physical and Human Geography	Locational Knowledge	Place Knowledge
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know how plastics are transported to the oceans by water ways (rivers, water cycle) I know the importance of caring for surroundings and utilising resources responsibly. I know the impact that human decisions / choices have on the environment both positive and negative. I know about the Pacific Ocean Garbage patch (https://www.youtube.com/watch?v=fjxLIMF2Fq0) 	<ul style="list-style-type: none"> I know what coastal erosion is. I know how climate change is affecting incidents of coastal erosion. I know how aspects of land features can change over time. I know the different stages of coastal erosion. 	<ul style="list-style-type: none"> I know the location of Oslo, Barcelona and London. I know the climate patterns in Oslo, Barcelona and London. I know some of the human and physical characteristics in Oslo, Barcelona and London. I know the land use and economic activity in Oslo, Barcelona and London.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can understand the impact of human choices on different types of environmental damage. I can understand why oceans need protection. I can measure, record and analyse the impact of plastic waste in our local environment. <p>Field work – Create a sustainability plan for the school or local area.</p>	<ul style="list-style-type: none"> I can suggest ways to mitigate coastal erosion or engineer solutions eg coastal defences. I can locate Happisburgh / Hemsby on a map. I can understand the impact of coastal erosion. <p>Fieldwork – Study of / visit to Happisburgh / Hemsby and the impact of coastal erosion.</p>	<ul style="list-style-type: none"> I can compare London with Oslo and Barcelona identifying similarities and differences. I can use an atlas to locate these European countries. I can use Google maps / earth to identify land use. I can read a climate graph <p>Fieldwork – virtual field work using google earth to explore the contrasting countries.</p>
Vocabulary	sustainability, environment, impact, water cycle, ocean	coast, coastal defence, erosion	climate, land use, Europe, economic activity