

# Geography-Why here, why now?

|      |                   | Autumn 1  | Autumn 2  | Spring 1 | Spring 2  | Summer 1  | Summer 2  |
|------|-------------------|---|---|----------|---|---|---|
| EYFS | Year A            | Wonderful weather   | History   | History  | Get Ready, Get Set, Go  | History   | Around the World  |
|      | Content           | Local weather recognition, seasons                            |   |          | Road safety, the local area, how we fit into our local community                    |   | Continents and oceans, pollution and social responsibility  |
|      | Why here, why now | Provides an overview of a familiar theme, personal knowledge, |   |          | Provides an overview of a familiar theme, personal knowledge, Keeping yourself safe |   | Early topic focusing on the wider world and their place within it, seven continents and five oceans |
|      | Key Vocabulary    | Weather, seasons, local area, hot, cold,                      |   |          | Road, pavement, houses, address, crossing, traffic, transport                       |   | Continent, Europe, ocean, Atlantic, Pacific, journey, travel  |
|      | Year B            | History   | Stop, Look and Listen   | History  | History   | Food, Glorious Food   | Under the Sea   |
|      | Content           |   | Local area, land use and maps, how we fit into our local area, how our community is linked together |          |   | Local agriculture and food production, key local land use and employment                                    | Biomes and coastal features, pollution and social responsibility                                    |
|      | Why here, why now |   | Provides an overview of a familiar theme, personal knowledge, road safety                           |          |   | Provides an overview of a familiar theme, leads into future topics on fair grade and global interdependency | Provides an overview of a local area, early links to tourism and travel, focus on biomes            |
|      | Key Vocabulary    |   | Road, pavement, crossing, safety, church, paths, ponds  |          |   | Rural, agricultural, arable, food, crops, dairy, cattle, barn,  | Coast, sand, sea, coastline, depth, rockpools, fish, crustaceans                                    |

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|--------|-------------------|--|--|----------|---|---|---|
| Year 1 | Year A            | Wonderful Weather  | History  | History  | Journeys  | Plastic Pollution   | Around the World  |
|        | Content           | Local climates and weather,  |  |          | The school and local area, how we fit into the local area, how our community is linked      | Recycling and caring for the environment, social responsibility   | Continents and oceans, the wider local area   |
|        | Why here, why now | Provides and overview of a familiar theme, personal knowledge, leads later into looking at climate around the word |  |          | Development of knowledge of the local area, early mapping skills and geographical knowledge | Builds on work from weather and journeys topics, early work on social responsibility  | Development of global awareness, initial introduction to the world beyond their known environment     |
|        | Key Vocabulary    | Extremes, weather patterns, hibernation, dangerous climates, extreme climates                                      |  |          | Compass, North, south, east, west, observe, key, aerial photograph, label title             | Weather, climate, pollution, droughts, ice cap melting. Storms. Great Thunberg, Finlay Pringle                                    | Continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, Europe, Australia, |
|        | Year B            | History  | Stop, Look and Listen  | History  | History   | Food, Glorious Food   | Under the sea   |
|        | Content           |  | Local area, land use, maps and aerial photographs, how are community is linked                               |          |   | Local agriculture and food production, local land use and employment  | Biomes and coastal features, sustainability   |
|        | Why here, why now |  | Developing the children's understanding of the local area, early geographical knowledge, skills and language |          |   | Development of initial early local knowledge, into geographical thinking and understanding, early links to global interdependency | Development of understanding of biomes, links between geographical and scientific knowledge,          |
|        | Key Vocabulary    |  | Land use, key, symbols, features, aerial perspective,  |          |   | Agriculture, husbandry, arable, pastoral, mixed, vegetables, livestock, dairy, cereals, crops                                     | Oceans, rocks, cliffs, sand, rockpools, coastline, resort, tourism                                    |

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|--------|-------------------|--|--|----------|--|---|---|
| Year 2 | Year A            | Wonderful Weather  | History  | History  | History  | History   | Britain and the World   |
|        | Content           | Climates across the world, climate change and responsibility   |  |          |  |   | The four countries, capitals, and physical features, change and growth, Britain and France  |
|        | Why here, why now | Develops from previous Weather topics, broadens children's experiences of a familiar topic, beginning of elements of social responsibility, difference between weather and climate |  |          |  |   | Children develop their knowledge of physical features of areas outside the local area, building on map skills. They also begin to look at population growth and its impact, leading later into work on sustainability and migration |
|        | Key Vocabulary    | Floods, hail, hurricanes, deserts, arctic, Antarctic. Seasons, temperature, precipitation,   |  |          |  |   | Town, country, hill, range, peak, population, growth, immigration, migration,   |
|        | Year B            | History  | Stop, Look and Listen  | History  | Explorers  | Food, Glorious Food   | Under the Sea   |
|        | Content           |  | Local area, land use, maps and aerial photographs, how are community is linked.                              |          | Journeys and transport, changes in world view  | Local food production, farming and fishing, global trade and interdependence  | Biomes and coastal features, social responsibility, pollution and impact of tourism   |
|        | Why here, why now |  | Developing the children's understanding of the local area, early geographical knowledge, skills and language |          | Expanding on earlier learning into journeys, looking at travel both historic and recent, and focus on an explorer with local connections | Expanding on the understanding of local food production into more global food production, looking at similarities and differences and developing an understanding of global trade | Development of understanding of biomes, links between geographical and scientific knowledge,  |
|        | Key Vocabulary    |  | Land use, key, symbols, features, aerial perspective, sea, cartographic skills, land use,                    |          | Equipment, expedition, explorer, significant, preparation, achievements, impact, legacy,   | import, exports, local produce, seasonal produce, countries, culture, food groups,  | Oceans, rocks, cliffs, sand, rockpools, coastline, resort, tourism, beach, waves, shoreline, erosion, location, environment, port, harbour, coastal,  |

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|--------|-------------------|--|--|----------|----------|----------|----------|
| Year 3 | Year A            | Maps of the World  | Plants and Climates  | History  | History  | History  | History  |
|        | Content           | Cartography and key topographical features, global connectivity  | Land use, biomes and climate, climate change, deforestation  |          |          |          |          |
|        | Why here, why now | Children begin to understand the connectivity of countries by studying countries in different continents, they can then compare and contrast self-chosen countries, initial introduction to key stage 2 national curriculum objectives widening geographical knowledge from the local and UK level to worldwide issues | allows children to gain an understanding of the impact climate has on biomes across the world, following on from working key stage 1 and mapping skills especially continents in world maps come up leading into a wider understanding of world situations |          |          |          |          |
|        | Key Vocabulary    | continent, country, capital, physical features, comparison, Europe, Asia, Africa, Australia, North America, at South America, Antarctica,  | continent, vegetation, climate zone, adoptions, cultivation, mega diversity, country, Biome, deserts, agriculture, biodiversity  |          |          |          |          |
|        | Year B            | Climates   | Swineshead/London  | History  | History  | History  | History  |
|        | Content           | Climatic features, land use, sustainability,   | Comparison study, travel and tourism, wider opportunities  |          |          |          |          |
|        | Why here, why now | Building on work from key stage one children learn about climate spend standing that climate see average weather conditions over a long. Develop an understanding of different climate zones and about distinctive characteristics   | Developing their understanding beyond the local area, comparing and contrasting two very diverse localities, opportunities for work on travel and tourism and developing and understanding the importance of London as a global centre                     |          |          |          |          |
|        | Key Vocabulary    | Climate, weather, tropical, temperate, polar, arid, mountainous, climate change, global warming, climate graphs, data,   | Constant combat conflict coming, capital, landmarks, underground, navigate, human features, River Thames,  |          |          |          |          |

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|--------|-------------------|---|--|----------|----------|--|----------|
| Year 4 | Year A            | Rivers  | Compare/Contrast in Europe   | History  | History  | History  | History  |
|        | Content           | Features and formation, water cycle, pollution locally and globally   | Comparison study- human geography focus, migration, cultural diversity   |          |          |  |          |
|        | Why here, why now | Allows children to gain an understanding of the natural resource such as a key element of both human and physical geography, linking features with impact. Follows on from previous work on London Paris and work identifying key physical features of a range of countries | begin to know about an area of the world where some of their classmates or neighbours come from and gain a greater understanding of the locality and the people there, helps gain an understanding of migration and home countries before work on prejudice in walls and barricades, |          |          |  |          |
|        | Key Vocabulary    | evaporation, condensation, erosion, transportation, Deposition, delta, meander, tributaries, leisure, transport pollution   | road map, continent, Eastern Europe, latitude, physical, climate, human geography, land use, residential, industrial, business, retail, leisure, tourism, disaster, new clear, explosion, aftermath  |          |          |  |          |
|        | Year B            | Mountains and Deserts   | History  | History  | History  | World's Kitchen  | History  |
|        | Content           | Formation, characteristics, features, physical geography, impact of humans, responsible tourism   |  |          |          | Fair trade, trade routes, deforestation and environmental impact, interdependency  |          |
|        | Why here, why now | Enables children to begin to understand a key physical geographical feature and relate this feat for across the world, bills on children's knowledge of continents and world regions, follows on from map work and study of Europe  |  |          |          | Provides an overview of Fair trade and food miles, building on previous work on food and farming, introducing the ideas of Fair trade and democracy, build on work on world geography and locational knowledge |          |
|        | Key Vocabulary    | contours, range, Andes, Rockies, Alps, Urals, Himalayas, snow mountains, Snowdonia, Pennines, cairngorms, valley, summit, foot, snow, outcrop, fold, Dome, erosion, desert, arid, adaptation  |  |          |          | biomes, cultivation, tropical, temperate, Mediterranean, climate, fair trade,  |          |

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|-------------------|-------------------|---|---|----------|----------|----------|----------|
| Year 5 and Year 6 | Year A            | Cartography and land use  | Compare and contrast America  | History  | History  | History  | History  |
|                   | Content           | Cartographic skills and land use features, trade and economic activity  | Comparison study-physical geography focus, comparisons, Wonders of the ancient and Modern World   |          |          |          |          |
|                   | Why here, why now | Summarises and develops all of the earlier work on map skills that the children have gathered over the previous units, Anne shows they are secure with key cartographic skills, focus on land use futures trade and economic activity | national curriculum topic , exploring the contrast with the local area, focusing on physical aspects of latitude and longitude, allows children to gain an understanding of a large landmass in the variations found there, brings together earlier work on mountains, rivers, biomes etc |          |          |          |          |
|                   | Key Vocabulary    | Equator, grid reference, latitude, longitude, Spartan survey, symbol, scale, relief,  | continent country, North America South America, latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics, settlement, economy, natural resources, vegetation belts, wonders of the ancient world, wonders of the modern world,                                     |          |          |          |          |
|                   | Year B            | Resources and the Environment   | Volcanoes and earthquakes   | History  | History  | History  | History  |
|                   | Content           | Natural resources and exploitation/environmental impact, renewable energy, resource exploitation  | Features, formation and human interaction, impact of humans, adaptations  |          |          |          |          |
|                   | Why here, why now | Follows on from previous work on land use and human impact, end of key stage topic summarising or previous work   | national curriculum topic, building on work previously on mountains and tectonic plates,  |          |          |          |          |
|                   | Key Vocabulary    | Land use, resources, fossil fuels, renewables, abundant cover over exploitation, imports exports  | a, mantle, crushed, chimney, throat, ash cloud, molten rock, vent, volcanic bombs, funerals, dormant, active, extinct, Ring of Fire, eruption, pyroclastic flow, avalanche, tsunami, landslide  |          |          |          |          |