



Geography for the pupils of New Earswick Primary School

Our Geography curriculum has been developed to allow each child to gain a progressive understanding of the physical world from where we live, to far off lands. Each year group is given the opportunity to learn about New Earswick and how it has changed over time.

- **A Step in Time**
- **Discovery**
- **Me, Myself and I**

Skills

We have designed a progression of learning opportunities through 'big ideas' so that we can teach geographical skills:

- **Locate**
- **Observe**
- **Describe & explain**
- **Collect & present information**
- **Use directional & locational language**

Barriers

Stakeholders have identified that our pupils lack confidence and life experiences. Our entire curriculum, including Geography, promotes opportunities to be Braver, Stronger and Smarter. Every topic is launched with an immersion day to encourage family engagement. An immersion day is built around the whole school topic and brings experiences to the pupils which they would unlikely ever experience otherwise.

Whole School Topics

Nursery	EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Harvest On The Farm • Splash • Who Can Help Me? 	<ul style="list-style-type: none"> • On Safari • Polar • Seasons • The Big Blue • The Street Where I Live 	<ul style="list-style-type: none"> • Dinosaur Disaster • Neil Armstrong/ Tim Peake • Kings and Queens • New Earswick 	<ul style="list-style-type: none"> • Ice Age • Castles and dragons • Stone Age • New Earswick
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Egypt • Tutankhamun • Joseph Rowntree • Life as a Roman Soldier compared to Ancient Greek life 	<ul style="list-style-type: none"> • Industrial Revolution • New Earswick • Warriors- Icenii • Queen of the Icenii Boudicca 	<ul style="list-style-type: none"> • Inequality in Victorian times • Dr Barnardo (WCR) • Viking Invasion (Anglo nightmare!) • New Earswick 	<ul style="list-style-type: none"> • Industrial Revolution- Titanic • World Wars- leaders • Non-European society compared New Earswick/York



National Curriculum Coverage

Early Years	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Draw information from a simple map • Recognise similarities and differences between life in this country and other countries • Explore the natural world around them • Describe what they see, hear and feel outside • Recognise some environments are different to where they live • Understand the effect of changing seasons on the natural world around them 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Y1 Dinosaur Disaster: Locating species from different continents • Y2 Castles & Dragons: Compare castles from all four countries (UK). <p>Place Knowledge</p> <ul style="list-style-type: none"> • Y1 New Earswick: Similarities & differences between New Earswick & York, Western Australia. <p>Human & Physical Geography</p> <ul style="list-style-type: none"> • Y1 Science link: Seasons • Y1 New Earswick: Simple mapping of 'where we live'. Country, city & village. • Y2 Ice Age: Weather conditions then & now. Significant locations of warm & cold climates. • Y2 New Earswick: Locality & simple mapping of 'chocolate factories'. <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> • Y1 Dino Disaster: Using maps to place dinosaurs in continents. • Y1 & Y2 New Earswick: To map & describe where they live or a significant location. Local Study. • Y2: N,S, E & W. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Y4 Shackleton's Journey Art link: Location & position of Equator & Circles. • Y4 New Earswick: Nearby counties & cities, e.g. North Yorkshire. • Y5 Rainforests or Viking: Locating & comparing York & South America (Manaus) including Tropics, longitude & latitude or comparison with Scandinavia. • Y6 Russia: Physical & human characteristics. Map work inc time zones. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Y3 Egypt: Comparison of York & Egypt, e.g. Ouse, Foss and Nile. • Y5 Rainforests: Comparing York & South America (Manaus). <p>Human & Physical Geography</p> <ul style="list-style-type: none"> • Y3 Science link: Rocks & Volcanoes • Y4 Science link: Water Cycle • Y5 Rainforests & Art Link: Topographical maps (physical geog) OR Viking settlements. • Y6 Russia/Industrial/WW: Trade links, battlegrounds or home front. <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> • Y3 New Earswick: How has the village changed? Evidence from maps, atlases. 8 compass points. • Y4 New Earswick: Physical geog over time, e.g. buildings, architecture. 4-figure grid ref. • Y5 New Earswick: York & Settlements, e.g. Digs • Y6 New Earswick during the war. 6-figure grid reference.

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>I can name the five oceans.</p> <p>I can name the world's seven continents.</p>	<p>I can name the 4 capital cities within the UK.</p> <p>I can name the seas surrounding the UK.</p> <p>I can locate the North & South Pole.</p>	<p>I can compare the human and physical features of our local area.</p> <p>I can locate some of the world's countries using a map focussing on Europe (UK, Australia, Egypt, Italy, and Greece).</p> <p>I can locate the Equator.</p>	<p>I can name and locate on a map counties (N, S & W Yorkshire & East Riding) and key cities within them.</p> <p>I can locate the Arctic & Antarctic Circles & their hemispheres.</p>	<p>I can locate North and South America and their environmental regions.</p> <p>I can identify the Tropics of Cancer & Capricorn.</p> <p>I can name some major cities in leading world countries.</p>	<p>I can describe time zones.</p> <p>I can name and locate some European countries, detailing their physical and human characteristics.</p> <p>I can identify land-use patterns.</p> <p>I can understand how some of these aspects have changed over time.</p>
Place Knowledge	<p>I can describe hot and cold countries.</p> <p>I can talk about places close and far away.</p> <p>I can talk about some geographical similarities and differences of New Earswick (York) & York, Australia.</p>	<p>I can locate hot and cold places such as The North Pole & Australia.</p> <p>I can talk about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can describe some similarities & differences of a small area of the UK (York) & a place within Arctic Circle.</p>	<p>I can describe some geographical similarities and differences within a region of the UK (North Yorkshire).</p> <p>I can compare York and Egypt or Italy/Greece (European).</p>	<p>I can explain some of the geographical similarities and differences of regions of the UK (N,S,W Yorkshire & East Riding)</p>	<p>I can explain geographical similarities and differences of the UK and a region within North or South America (Manaus).</p> <p>I can explain why people choose to live in contrasting areas.</p> <p>I can compare settlements within the UK.</p>	<p>I can explain patterns in physical and human changes.</p> <p>I can describe how change can lead to similarities between places.</p>
Human & Physical Geography	<p>I can begin to use basic Geographical vocabulary to describe places.</p> <p>I can observe and describe weather associated with the seasons.</p>	<p>I can use basic geographical vocabulary.</p> <p>I can name key physical features.</p> <p>I can name key human features.</p>	<p>I can describe how a place has changed over time (New Earswick).</p> <p>I can explain how volcanoes are formed & where they are found.</p> <p>I can describe the River Ouse.</p>	<p>I can identify climate zones and biomes.</p> <p>I can explain how environments can change & how this can pose dangers. (York & Ice Caps)</p> <p>I can talk about the stages of the Water Cycle.</p>	<p>I can describe and compare different types of settlement (New Earswick & York)</p> <p>I can identify types of settlement and land use.</p> <p>I know where some of the key rivers are (Amazon, Nile, Severn, and Ouse.)</p>	<p>I can present the distribution of natural resources including energy, food, minerals and water.</p> <p>I can discuss how economic activity including trade links across the world is affected by the distribution of natural resources (Russia).</p>
Geographical Skills & Fieldwork	<p>I can use large maps to mark key locations, e.g. continents, UK, New Earswick.</p> <p>I can use aerial photographs & iPads to recognise and record what I see.</p> <p>I can use a simple map.</p>	<p>I can use simple compass directions (N, S, E, W).</p> <p>I can use locational and directional language (near and far; left and right) to describe the location of features and routes on a map.</p> <p>I can create a simple map with a key.</p>	<p>I can use the eight points of a compass.</p> <p>I can read a simple map & key.</p> <p>I can identify some standard OS map symbols.</p> <p>I can record information in a given format, e.g. sketch, bar chart.</p>	<p>I can use four figure grid references.</p> <p>I can identify symbols and keys when using maps (including the use of Ordnance Survey maps).</p> <p>I can suggest ways to record my observations.</p>	<p>I can discriminate between sources of information.</p> <p>I can collect and present information about people and places. (Line graphs)</p> <p>I can suggest questions for my fieldwork.</p> <p>I can offer explanations for some features in fieldwork.</p>	<p>I can use digital technologies to describe and create a map.</p> <p>I can use 6 figure grid references.</p> <p>I can give accurate conclusions using information.</p> <p>I can analyse data about populations and places.</p>

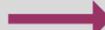
YEAR 1

	A Step in Time			Discover			Me, Myself and I					
	Autumn 1		Autumn 2	Spring 2		Summer 2						
	Year 1 Dinosaur Disaster		Year 1 Discrete Geography Tim Peake/ Neil Armstrong	Year 1 Discrete Geography Kings and Queens		Year 1 New Earswick Joseph Rowntree-homes						
National Curriculum	Locational Knowledge and Fieldwork		Locational & Place Knowledge, Human & Physical Geog and Fieldwork	Locational & Place Knowledge, Human & Physical Geog and Fieldwork		Locational Knowledge, Human & Physical Geog and Fieldwork						
Skills Progression and Assessment												
Locational Knowledge	<ul style="list-style-type: none"> I can name the five oceans. I can name the world's seven continents. 		<ul style="list-style-type: none"> I can name the country I live in. I can name the continent I live in. 	<ul style="list-style-type: none"> I can name the 4 countries of the UK. I can name the five oceans. I can name the world's seven continents. 		<ul style="list-style-type: none"> I can name the country I live in. I can name the continent I live in. 						
Place Knowledge	<ul style="list-style-type: none"> I can talk about places close and far away. 		<ul style="list-style-type: none"> I can talk about the weather in my local area & in my country. 	<ul style="list-style-type: none"> I can describe hot and cold countries. I can talk about places close and far away. I can talk about some geographical similarities and differences of New Earswick (York) & York, Australia. 								
Human & Physical Geography <i>Name, explain & compare.</i>			<ul style="list-style-type: none"> I can observe and describe weather associated with the seasons. 	<ul style="list-style-type: none"> I can begin to use basic Geographical vocabulary to describe places. 		<ul style="list-style-type: none"> I can begin to use basic Geographical vocabulary to describe places where I live. 						
Skills & Fieldwork <i>Observe, collect & present.</i>	<ul style="list-style-type: none"> I can use large maps to mark key locations, e.g. continents. 		<ul style="list-style-type: none"> I can record the weather in simple ways. I can talk about the weather I have seen and recorded. 	<ul style="list-style-type: none"> I can use large maps to mark key locations, e.g. continents, UK, New Earswick & Australia. 		<ul style="list-style-type: none"> I can use large maps to mark key locations, e.g. UK, York & New Earswick. I can use aerial photographs & iPads to recognise and record what I see. I can use a simple map. 						
Suggested tasks	<ul style="list-style-type: none"> Ocean & continent songs Place dinosaurs onto continents. Use juicy jargon Continent balloons. 		<ul style="list-style-type: none"> Weather reports- Ipads. Record weather patterns with uni-fix cubes. Use juicy jargon Sort and classify 	<ul style="list-style-type: none"> Close or far away game. Sort & classify locations, weather... Pack a bag, choose an outfit for each country & compare items. Look at photos & maps to answer questions. 		<ul style="list-style-type: none"> Where I live 'circle craft', e.g. village, city, country & continent. Local observation walk or hunt. Posting a letter home. 'Pin the school on the map'. Photo gallery with talking tins. 						
Vocabulary 'Juicy Jargon'	continent N.America S.America Europe Africa Asia Australasia Antarctica ocean Pacific Atlantic Indian Arctic Southern	Dino names past prehistoric before country	here where there	weather seasons village city country hot rain clouds sun dry England York	local pattern changes same different	cold water	house village city country continent oceans locate buildings fields trees beach	close far same different	here where there my our	house village city country continent locate building shop field farm England York fieldwork New Earswick	local changes route Joseph Rowntree	school path grass here where there my our
Links to learning and assessment points												
Outcomes: Geographical Knowledge	To be able to name all seven continents. To locate all seven continents on a simple map. To name all five oceans. To locate all five oceans on a simple map. To know they live in Europe.		To recognise different types of weather. To name all four seasons. To be able to compare the seasons using basic vocabulary.		To name where I live & locate York on a simple map of the UK. To name & locate the country I live in on a simple world map. To know & give an example of a place close and far away. To name and compare some hot and cold places.		To know I live in New Earswick, York, England. To use basic vocabulary such as <i>village, school, trees, roads</i> to describe where I live. To collect information (photos) and talk about what I can see.					
Previous	EYFS: Draw information from a simple map		EYFS: Understand the effect of changing seasons on the natural world around them		EYFS: Draw information from a simple map Recognise similarities and differences between life in this country and other countries		EYFS: Talk about members of their immediate family and community					
Next	Year 2: ICE AGE <ul style="list-style-type: none"> Prepares pupils to understand how the Earth physically changes over time. 		Links to Science: Year 1: Seasonal changes Year 4: Water Cycle Year 5: Earth and Space (the sun) Year 2: ICE AGE <ul style="list-style-type: none"> Prepares understanding for the Ice Age and cold places. Prepares understanding for locating The North & South Poles. Builds on types of physical geography. 		Year 2: ICE AGE <ul style="list-style-type: none"> Builds on features of physical & human geography, e.g. The North Pole, the Arctic. Allows for contrast between physical & human features. Prepares understanding for position in relation to the Equator & Poles. 		Year 2-6: Local Study <ul style="list-style-type: none"> Builds an understanding of our local environment over time: Y2: Joseph Rowntree- chocolate in time Y3: New Earswick- changing village Y4: New Earswick- architecture Y5: New Earswick & York- settlements Y6: New Earswick during the war-social history. 					

YEAR 2

	A Step in Time			Discover			Me, Myself and I					
	Autumn 1		Autumn 2	Spring 2		Summer 2	Summer 2					
	Year 2 Ice Age		Year 2 Stone Age	Year 2 Castles and dragons (medieval)		Summer 2 Year 2 New Earswick local history Factory and chocolate						
National Curriculum	Locational & Place Knowledge, Human & Physical Geog and Fieldwork		Locational & Place Knowledge, Human & Physical Geog and Fieldwork	Locational Knowledge, Human & Physical Geog and Fieldwork		Locational Knowledge, Human & Physical Geog and Fieldwork						
Skills Progression and Assessment												
Locational Knowledge	I can locate the North & South Pole.		I can name the village, city and country I live in.	I can name & locate the 4 countries within the UK and identify the borders. I can name the 4 capital cities within the UK. I can name the seas surrounding the UK.		I can name and locate the village, city and country I live in. I can name the 4 capital cities within the UK. I can name the seas surrounding the UK.						
Place Knowledge	I can locate hot and cold places such as the North Pole & Australia. I can talk about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can describe some similarities & differences of a small area of the UK (York) & a place within Arctic Circle.		I can describe some similarities & differences of New Earswick & a typical Stone Age village.									
Human & Physical Geography <i>Name, explain & compare.</i>	I can use some geographical vocabulary. I can name some physical features.		I can use some geographical vocabulary to describe what it was like during the Stone Age, e.g. fields, caves. I can name key physical features.	I can name key physical features such as <i>rivers, fields</i> . I can name human features such as <i>castles, moats</i> .		I can use some geographical vocabulary. I can name key physical features. I can name key human features.						
Skills & Fieldwork <i>Observe, collect & present.</i>	I can use simple compass directions: North & South.		I can use locational and directional language (near and far; left and right) to describe the location of features and routes on a map. I can create a simple map of a Stone Age village with a key.	I can use simple compass directions (N, S, E, W), e.g. <i>Scotland is North</i> .		I can use simple compass directions (N, S, E, W). I can use locational and directional language (near and far; left and right) to describe features of New Earswick. I can create a simple map with a key of New Earswick incl factory.						
Suggested tasks	<ul style="list-style-type: none"> Compare the Arctic & Antarctic. How Cold? Ice cube experiments. Ask & answer questions about temperatures in hot and cold places. Distinguish between what Earth was like then and now. News report from the 'Ice Age' describing the changes in land. 		<ul style="list-style-type: none"> I spy with images from Stone Age & present day. Same? Different? Map symbol pairs (match the symbol to its feature). Create a simple map of a Stone Age village (physical features). Escape the predator, e.g. plan a route through the village. PE links/Set up escape route in the hall or playground. Guide a partner through. 	<ul style="list-style-type: none"> Explore castles in each country of the UK in prep for designing. Compare/rank the castles & locations. Label images of castles, colour code physical & human features. 'Jigsaw' of the UK. Put the countries back together again. 		<ul style="list-style-type: none"> Meet and talk to village residents Look at the past & present location for the chocolate factory. Create geography 'Must Haves' for a factory, e.g. <i>rivers or roads for transport. Villages for workers</i>. Look at images of New Earswick & York. What's the same? What's different? Create a simple map & key of the Rowntree Factory. 						
Vocabulary 'Juicy Jargon'	North Pole South Pole Equator map/globe Earth glaciers freeze land changes tundra compare North & South locate	habitats sort classify changes	find cold past break water beautiful	New Earswick York England same different village map key caves, fields forests route left, right near, far	millions thousands past forward back History Stone Age changes	move find live lived past	UK: England Ireland Scotland Wales North Sea English Channel Irish Sea Atlantic Ocean North, South, East & West castle river, moat locate	name compare monarch land	find water great	New Earswick York factory same different village rivers, fields roads locate transport left, right N,S,E & W Key fieldwork	name compare local changes Joseph Rowntree	find water past think thought another
Links to learning and assessment points												
Outcomes: Historical Knowledge	To locate the North & South Poles on a map or globe. To explain why the North & South Poles are cold. To know of the Equator & countries near it are hot. To use geographical vocabulary (see Juicy Jargon) when describing Arctic Circle.		To know that the Earth (land) has changed over time. To know that in the past there were more physical features than human, e.g. <i>Stone Age people lived in caves first</i> . To identify and name some key symbols, e.g. trees, water, mud & river.	To name the 4 countries & capital cities within the UK. To name the seas surrounding the UK. To know human features are manmade, e.g. buildings, houses. To recognise and locate N,S,E,W on a compass & simple map.		To name the 4 countries & capital cities within the UK and locate on a simple map. To use physical and human geography terms such as <i>factories, rivers, roads, transport</i> when describing. To create a map with relevant key symbols such as footpath, road & building.						
Previous	YEAR 1 Dinosaur Disaster <ul style="list-style-type: none"> Continents Weather <ul style="list-style-type: none"> Seasons and weather changes. Hot and cold places. 		Year 1 Map Work & New Earswick <ul style="list-style-type: none"> Locating York. Where we live & what it is like now. Build on geographical vocabulary in preparation for key symbols. 	YEAR 1 Dinosaur Disaster <ul style="list-style-type: none"> The continent we will on. New Earswick <ul style="list-style-type: none"> Building on 'Where do I live?' Village, City... 		EYFS <ul style="list-style-type: none"> My family & my home. Year 1: New Earswick <ul style="list-style-type: none"> Where I live? Builds on geographical vocabulary in preparation to separate into physical & human. 						
Next	Year 3 Locating the Equator. Locating other countries beyond position near North & South Pole and across other continents, e.g. <i>Egypt</i> . Understanding more about other physical features such as <i>rivers & volcanoes</i> .		Year 3: Comparing & mapping the village of New Earswick. Year 5: Vikings & New Earswick: settlements. Why people choose to live/settle in certain areas?	Year 3 Preparation for 8 points of a compass. York is within the country of North Yorkshire. YEAR 4 Links onto buildings & architecture (human features.)		Local Study <ul style="list-style-type: none"> Y3: New Earswick- changing village Y4: New Earswick- architecture Y5: New Earswick & York- settlements Y6: New Earswick during the war- social history. 						

YEAR 3

	A Step in Time			Discover			Me, Myself and I		
	Autumn 2			Spring 2			Summer 2		
	Year 3 Egypt			Spring Year 3 Life as a soldier (Roman and Greek) Troy			Year 3 New Earswick- a changing village		
National Curriculum	Locational & Place Knowledge, Human & Physical Geog and Fieldwork			Locational Knowledge, Human & Physical Geog and Fieldwork			Locational & Place Knowledge, Human & Physical Geog and Fieldwork		
Locational Knowledge	I can locate some of the world's countries using a map focussing on Europe (UK & Egypt). I can locate the Equator.			I can locate some of the world's countries using a map focussing on Europe (UK, Italy, and Greece). I can locate the Equator.			I can compare the human and physical features of our local area.		
Place Knowledge	I can compare geographical features of York and Egypt, e.g. location, climate, terrain, and rivers.						I can describe some geographical similarities and differences within a region of the UK (North Yorkshire).		
Human & Physical Geography <i>Name, explain & compare.</i>	I can describe the River Ouse. I can explain that rivers have a source and a mouth.			I can explain how volcanoes are formed & where they are found. I can explain that volcanoes are a feature of physical geography.			I can describe how a place has changed over time (New Earswick). I can use physical and human features in my descriptions.		
Skills & Fieldwork <i>Observe, collect & present.</i>	I can record information in a given format, e.g. diagram of a river. I can begin to talk about the eight points of a compass, e.g. From the UK, Egypt is South East.			I can present a labelled, cross-section diagram of a volcano. I can talk about the eight points of a compass, e.g. Italy is mostly North West from Greece.			I can use the eight points of a compass. I can read a simple map & key. I can identify some standard OS map symbols. I can record information in a given format, e.g. sketch of the village, or map with OS symbols.		
Suggested tasks	<ul style="list-style-type: none"> Look at photos of the River Ouse & Nile. Same? Different? Create a foil tray or soil replica (Forest Schools) of the Ouse. Rice Krispie rivers. Compare areas around York & a small area of Egypt, e.g. Geography Globes. Fieldwork walk to the Foss or Ouse. Create sketches, take photos. 			<ul style="list-style-type: none"> Map work (locating). Pin 'where we've been in lessons, e.g. UK, Egypt, Italy & Greece'. Build on from KS1, can they also locate & name the continents & oceans/seas, e.g. Italy is in Europe. Its capital is Rome and it is in the Mediterranean Sea. Label & use 8 points of a compass to describe direction from one another. Science links: build a volcano. Cross-Section diagram of volcano. 			<ul style="list-style-type: none"> Look at now and then images OS Symbol BINGO! Explore OS maps of New Earswick. Can they identify some symbols? Map how the village has changed. Side by side comparison. Answer questions about the changes. Understand the location of NEW compared to York, England etc. 		
Vocabulary 'Juicy Jargon'	country & area UK Egypt & Cairo Ouse Nile river source & mouth tributary floodplain bend/ meander terrain environment biome North East South East North West South West fieldwork	identify transport sketch diagram	build describe earth important island length natural position purpose through	Italy Rome Greece Athens Equator Mediterranean Sea Continents Europe rocks volcano vent ash magma chamber conduit lava physical features	compare appearance properties organic matter Vesuvius diagram label solid rock sediment metamorphic	describe centre earth extreme famous important island natural notice position through	New Earswick York village physical & human compare change develop map location fieldwork Ordinate Survey symbol key same/different North East South East North West South West	reliability period relevant information variety historical figure industry Joseph Rowntree	build business busy centre complete decide earlier famous natural position purpose library through various
Outcomes: Geographical Knowledge	To locate Egypt & the Equator on a world map. To name the continent in which Egypt is on & its capital city. To know rivers are physical features and start from a source. To know & identify the basic features of a river: source, mouth, bend/meander, tributary & floodplain. To name their local rivers: Ouse & Foss.			To locate Italy & Greece on a world map. To name the continent in which Italy & Greece are on & their capital cities. To know volcanoes are physical features. To know & identify the basic features of a volcano: vent, ash cloud, magma chamber, lava & conduit. To know the 8 points of a compass & use them when describing locations/positions.			To know and describe how the village of New Earswick has changed. To compare physical and human geography terms such as <i>overtime the village has more human features such as houses, shops & transport links</i> when describing. To read & create simple maps with standard OS symbols such as footpath, school, nature reserve, road & building.		
Previous 	Year 1 <ul style="list-style-type: none"> Hot & cold places. Year 2 <ul style="list-style-type: none"> Builds on knowledge of the Equator and countries being hot. Move from 4 points to 8 points of a compass. Builds on knowledge of physical geography features by introducing parts of a river. Naming physical and human features. 			Year 1 & 2 <ul style="list-style-type: none"> Adds further locational knowledge around continents and oceans. 			Year 1 <ul style="list-style-type: none"> Where I live? Builds on geographical vocabulary. Year 2 <ul style="list-style-type: none"> New Earswick- the importance of the location of the factory. Why it moved? Builds on naming physical & human features in preparation to compare change. 		
Next 	Year 4 <ul style="list-style-type: none"> Understanding more about other physical features such as <i>water cycle</i>. Identifying climate zones & geographical features such as <i>biomes</i>. How changes in climate can pose dangers. Year 5 <ul style="list-style-type: none"> Knowledge & location of key rivers across different continents, e.g. <i>Amazon</i>. 			Year 4 <ul style="list-style-type: none"> Applying directional language & compass points to counties, e.g. East Yorkshire. Suggesting ways to record their observations. 			Year 4 <ul style="list-style-type: none"> Preparation for using & apply OS symbols in map reading. Local Study <ul style="list-style-type: none"> Y4: New Earswick- architecture Y5: New Earswick & York- settlements Y6: New Earswick during the war- social history. 		

YEAR 4

	A Step in Time			Discover			Me, Myself and I		
	Autumn 2			Spring 2			Summer 2		
	Year 4 Discrete Geography			Spring 2 Year 4 Shackleton's Journey- links to Art & Science Animals & Habitats and States of Matter			Year 4 New Earswick Architecture		
National Curriculum	Locational & Place Knowledge and Fieldwork			Locational Knowledge, Human & Physical Geog and Fieldwork			Locational Knowledge, Human & Physical Geog and Fieldwork		
Locational Knowledge	I can name and locate on a map counties (N, S & W Yorkshire & East Riding) and key cities within them. I can name and locate on a map the county of Greater London.			I can locate the Arctic & Antarctic Circles & their hemispheres.			I can name and locate on a map counties (N, S & W Yorkshire & East Riding) and key cities within them. I can explain that York is within North Yorkshire.		
Place Knowledge	I can explain some of the geographical similarities and differences of regions of the UK (N,S,W Yorkshire & East Riding)								
Human & Physical Geography Name, explain & compare.				I can identify climate zones and biomes. I can explain how environments can change & how this can pose dangers. (York and flooding & Ice Caps) I can name and explain the 4 stages of the Water Cycle. I can talk about evaporation and condensation in more detail.			I can identify many physical features within the local area. I can explain that land use changes over time. is the swapping the land's use for a different purpose by humans. I can compare how land use has changed in New Earswick, e.g. more housing, school built in 1912, factories, farming, and nature reserves.		
Skills & Fieldwork Observe, collect & present.	I can identify symbols and keys when using maps (including the use of Ordnance Survey maps) of local counties. I can begin to use four figure grid references.			I can suggest ways to record my observations, e.g. labelled diagram, voiceover.			I can use four figure grid references, e.g. Eastings. I can identify symbols and keys when using maps (including the use of Ordnance Survey maps).		
Suggested tasks	<ul style="list-style-type: none"> Add grid references to a given map of the local area, e.g. New Earswick, York. Battleship grid references, e.g. put a cross in 03, 04. Locate OS symbols on a grid reference, e.g. where is the Post Office, where is the church? Articulate game with previous and new OS symbols. Label counties on a UK map. Introduce a couple of new counties by giving clues, e.g. I'm further South & London is my main city = Greater London. 			<ul style="list-style-type: none"> Map work to include hemispheres, 8 point compass and Arctic & Antarctic Circles. Which continents are in each hemisphere? Map of the World: colour coded climate zones. Biome jars, e.g. Tundra Sandwich bag water cycle or shaving foam clouds. Voiceover/documentary on Water Cycle, e.g. David Attenborough style. Look at local flooding, e.g. Ouse & Foss Fieldwork walk to the Foss or Ouse. Create sketches, take photos of potential flooding risk. Debate what can be done to prevent flooding. 			<ul style="list-style-type: none"> Use fieldwork to locate modern and older housing. Take photos & sketches of key buildings. Map key developments over time using grid references, e.g. original map with traced modern day over the top to compare. Debate & discuss development of New Earswick land. Look for patterns in housing, architecture, e.g. brickwork, shape. 		
Vocabulary 'Juicy Jargon'	county counties North Yorkshire York South Yorkshire Sheffield East Riding Hull West Yorkshire Leeds nearby locate symbol Ordnance Survey grid reference N,S,E & W Greater London.	Land area region compass points	answer consider group knowledge position remember	locate globe/map hemisphere Arctic Circle Antarctic Circle climate zone biome: tundra, polar temperate tropical ice-caps flooding water cycle evaporation condensation precipitation collection fieldwork	local issues observation consider discuss	answer believe build circle difficult disappear extreme imagine increase learn natural notice position possible separate	architecture development changes land use environment human features physical features locality perspective opinion justify construction Ordnance Survey grid reference map fieldwork compass eastings/northings	area location debate patterns	address build consider describe length material natural notice purpose recent remember
Outcomes: Geographical Knowledge	To know a county is a piece of land (an area/region) which has different villages, towns and cities within it. To name the county I live in: North Yorkshire. To name the surrounding counties and a corresponding city. To know how to read four figure grid references, e.g. along the corridor, up the stairs. To know we use the bottom left hand corner of a square when reading four figure grid references.			To locate the Arctic & Antarctic Circles & their hemispheres. To name some countries in each hemisphere, e.g. UK = northern, Australia Southern etc. To know all 4 stages of the Water Cycle. To know the three major climate zones: polar, temperate and tropical. To explain some examples of changing environments and how they pose danger such as flooding, melting ice-caps.			To use four figure grid references in their own map work. To know we use the bottom left hand corner of a square when reading four figure grid references. To explain that land use change is the swapping the land's use for a different purpose by humans. To name a range of physical features of New Earswick past & present. To recognise an increasing number of OS symbols.		
Previous ←	Year 2: <ul style="list-style-type: none"> 4 compass points Countries in the UK. Year 3: <ul style="list-style-type: none"> 8 compass points Year 1, 2 & 3 <ul style="list-style-type: none"> Where I live? Where is New Earswick? Builds on location & prepares for counties. 			Year 1 <ul style="list-style-type: none"> Hot & cold places. Year 3: <ul style="list-style-type: none"> Local rivers & their main parts. Year 4 <ul style="list-style-type: none"> Builds on knowledge of the Equator, e.g. introducing climate zones. Builds on knowledge of physical geography features by introducing the Water Cycle. 			Year 1 <ul style="list-style-type: none"> Where I live? Builds on geographical vocabulary. Year 2 <ul style="list-style-type: none"> New Earswick- the location of the factory. Year 2 & 3 <ul style="list-style-type: none"> Builds on naming & comparing physical & human features. Year 3 <ul style="list-style-type: none"> Identifying standard OS symbols. 		
Next →	Year 5 <ul style="list-style-type: none"> Builds on major cities in the UK by adding major cities in leading world countries. Year 6 <ul style="list-style-type: none"> Using 6-figure grid references. 			Year 5 <ul style="list-style-type: none"> Tropics of Cancer & Capricorn. Builds on hemispheres with lines of longitude & latitude. Knowledge & location of key rivers across different continents, e.g. Amazon. Year 6 <ul style="list-style-type: none"> Distribution of natural resources such as water. 			Year 5 <ul style="list-style-type: none"> Offer questions & explanations for some features in fieldwork. Year 6 <ul style="list-style-type: none"> Preparation for 6-figure grid references. Local Study <ul style="list-style-type: none"> Y5: New Earswick & York- settlements Y6: New Earswick during the war- social history 		

YEAR 5

	Discover			Me, Myself and I					
	Spring 2			Summer 1			Summer 2		
	Year 5 Rainforests: South America			Year 5 Viking invasion: Anglo nightmare			Year 5 New Earswick: Viking Settlements		
National Curriculum	Locational & Place Knowledge, Human & Physical Geog and Fieldwork			Locational & Place Knowledge, Human & Physical Geog and Fieldwork			Place Knowledge, Human & Physical Geog and Fieldwork		
Locational Knowledge	I can locate North and South America and their environmental regions. I can identify the Tropics of Cancer & Capricorn. I can name some major cities in leading world countries, e.g. Brazil: Brasilia, USA: Washington DC.			I can name some major cities in other world countries, e.g. Sweden: Stockholm, Norway: Oslo & Denmark: Copenhagen.					
Place Knowledge	I can explain geographical similarities and differences of the UK and a region within North or South America (Manaus). I can explain why people choose to live in contrasting areas.			I can explain why Vikings choose to leave their homeland.			I can compare settlements within the UK.		
Human & Physical Geography <i>Name, explain & compare.</i>	I know where some of the key rivers are (Amazon, Nile, Severn, Thames and Ouse.)			I can describe and compare different types of settlement, e.g. Viking homeland & where settled in UK. I can identify types of settlement and land use, e.g. areas of trade.			I can describe and compare different types of settlement (Coppergate, York). I can identify types of settlement and land use.		
Skills & Fieldwork <i>Observe, collect & present.</i>	I can collect and present information about people and places. (Bar charts, line graphs).			I can discriminate between sources of information.			I can discriminate between sources of information. I can suggest questions for my fieldwork. I can offer explanations for some features in fieldwork.		
Suggested tasks	<ul style="list-style-type: none"> Longitude & Latitude co-ordinates, e.g. where would we find Brazil, the capital of... Describing location of rainforests in relation to longitude & latitude. European & Non-European capital cities fortune teller (quick activity). Compare York & Manaus: food, housing, the effect on people/environment. Compare populations, e.g. Statistics. Physical & human features & their effect. Postcard from both destinations applying juicy jargon. Location, Location, Location style advert: Move to Manaus! 			<ul style="list-style-type: none"> An in depth study of the Vikings and their invasion, rating sources and drawing conclusions. History link. Mapping Viking trade routes across Europe & beyond. Locating starting points & key destinations. Would you rather...? Game. Scenarios of where Vikings could settle. Ranking importance of physical/human features. Reliability of primary & secondary sources. 			<ul style="list-style-type: none"> Jorvik trip or outreach. Create maps of settlements in York. Create diagrams of the city walls, towers and castles. Create cardboard replica settlement, e.g 3D. Link to Art. Mini dig in Forest Schools or local area. Compare 2 settlements across York, e.g. land use in different sized settlements, locality to transport (river). Look at aerial photos of York. Discuss areas of interests, e.g. if you could excavate anywhere, where would it be and why? 		
Vocabulary 'Juicy Jargon'	longitude latitude Tropic Cancer Capricorn Brazil: Brasilia S.America hemisphere Amazon source effect Manuas York land-use people housing	apply justify present	accommodate community develop explanation environment foreign guarantee opportunity persuade recognise temperature	source reliable/unreliable site settlers settlements communities homeland route trade import export physical & human Scandinavia Norway, Sweden & Denmark land-use	past historical	accommodate ancient community develop equipment existence explanation environment foreign occupy opportunity persuade recognise	source site settlers settlements communities excavate/dig physical & human map ruins rivers aerial land-use locality advantages disadvantages discriminate	replica cardboard past historical artefacts remains	accommodate ancient community develop equipment existence explanation environment foreign occupy persuade recognise
Outcomes: Geographical Knowledge	To locate South America & Brazil on a map. To identify the Tropics & their direction. To explain reasons behind people's choices to live in specific areas using appropriate geographical vocabulary, e.g. transport links, greenbelt, population, effect... To name key rivers such as Amazon, Nile, Thames & Ouse (local) and know their location.			To know the countries which make Scandinavia & their capitals. To locate Scandinavia on a map. To map and describe a typical Viking trade route including place names & oceans/seas, e.g. Directional vocabulary, 8 points of compass. To know that a settlement is where people live and sometimes work.			To name the different types of settlement: hamlet, village, town & city. To know typical land-use of a Viking settlement, e.g. houses, work, fertile land to farm, defensive location... To describe a range of physical & human features of a Viking settlement. To explain reasons behind York settlements using appropriate geographical vocabulary, e.g. links, rivers, small population, area, land...		
Previous ←	Year 1 <ul style="list-style-type: none"> Hot & cold places. Continents Year 3: <ul style="list-style-type: none"> Local rivers & their main parts. Locating the Equator Year 4 <ul style="list-style-type: none"> Builds on knowledge of the Equator, e.g. introducing climate zones. 			Year 2, 3 & 4 <ul style="list-style-type: none"> Builds on locational & knowledge of countries & capitals. Year 2 <ul style="list-style-type: none"> Directional vocabulary. Year 3 <ul style="list-style-type: none"> Eight points of compass. Prepares for describing trading routes, e.g. Travelled South West across North Sea. 			Year 2, 3 & 4 <ul style="list-style-type: none"> Adds onto locational knowledge of village, towns & cities in preparation for what a settlement is. Year 2 & 3 <ul style="list-style-type: none"> Builds on naming & comparing physical & human features. Year 4 <ul style="list-style-type: none"> Understanding what land-use is. 		
Next →	Year 6 <ul style="list-style-type: none"> Time zones (applying knowledge of lines of longitude & latitude). Providing accurate conclusions using information. How change can lead to growing similarities. Building on from comparison. Analysing data about populations and places. Builds on from why people chose places to live. 			Year 6 <ul style="list-style-type: none"> Giving conclusions using information. Builds on land-use. Distribution of resources. Builds on from Viking trading. Russia being across two continents: Europe & Asia. Preparation for identifying land-use patterns & how places change over time. 			Year 6 <ul style="list-style-type: none"> Preparation for identifying land-use patterns & how places change over time. I can give accurate conclusions using information. I can analyse data about populations and places. Local Study <ul style="list-style-type: none"> Y6: New Earswick during the war- social history 		

YEAR 6

	A Step in Time			Discovery			Me, Myself and I		
	Autumn 2			Spring 2			Summer 1 & 2		
	Year 6 Industrial Revolution: Titanic			Year 6 World War- leaders			Year 6 New Earswick- In the war.		
National Curriculum	Locational Knowledge, Human & Physical Geog and Fieldwork			Locational & Place Knowledge, Human & Physical Geog and Fieldwork			Locational & Place Knowledge and Fieldwork		
Locational Knowledge	I can describe time zones. I can identify land-use patterns, e.g. mills, coal mines.			I can name and locate some European countries, detailing their physical and human characteristics such as Germany & France.			I can identify land-use patterns, e.g. housing, greenbelts, woodland. I can understand how some of these aspects have changed over time.		
Place Knowledge				I can explain patterns in physical and human changes.			I can explain patterns in physical and human changes. I can describe how change can lead to similarities between places.		
Human & Physical Geography <i>Name, explain & compare.</i>	I can discuss how economic activity including trade links across the world is affected by the distribution of natural resources, e.g. industrial revolution and significance of railways etc.			I can discuss how economic activity including trade links across the world is affected by the distribution of natural resources, e.g. rationing, food shortages.					
Skills & Fieldwork <i>Observe, collect & present.</i>	I can use digital technologies to describe and create a map. I can give accurate conclusions using information. I can analyse data about populations and places.			I can use 6 figure grid references. I can give accurate conclusions using information. I can analyse data about populations and places.			I can use 6 figure grid references. I can use digital technologies to describe and create a map.		
Suggested tasks	<ul style="list-style-type: none"> Digital map of Titanic route including place names, ocean & time zones. Explore the increased physical features the Industrial Revolution brought, e.g. railways. How did the land change? From agricultural to large scale industry. Map the rise of Coal Mines to meet the demand of distribution. The effect of coal mines & factories on towns etc. Layers of tracing paper, e.g. mapping effect of coal mines on populations, industry etc. 			<ul style="list-style-type: none"> Use grid references to link to battlegrounds, e.g. deaths in each square, section of the square. Crack a wartime code using grid references. Where can the enemy be found? Take a map of wartime New Earswick. Children to add or locate OS symbols and give locations via 6-figure grid references. Then & now, e.g. OS symbols. Analyse population of New Earswick/York over the war & give conclusions, e.g. lives lost. Provide conclusions to the comparison, e.g. fewer houses, increase in transport links... 			<ul style="list-style-type: none"> Use grid references to compare New Earswick then & now, e.g. OS symbols. Provide conclusions to the comparison & outcomes, e.g. fewer houses, smaller populations, increase in transport links... Create digital map comparisons of the village, e.g. Wartime & now. What changed in New Earswick which still stands? 		
Vocabulary 'Juicy Jargon'	natural resources water/energy transport distribution railways population industrialisation land use conclusion analyse digital/map mapping time zones import/export	Titanic voyage	achieve available community convenience develop explanation hindrance sufficient vehicle	UK Germany: Berlin France: Paris Poland: Warsaw Europe Eastings/Northings Grid Conclusion Analyse Population Change Land-use Resources/food patterns	wartime rationing battleground	aggressive available controversy convenience develop disastrous explanation hindrance neighbour sufficient vehicle	Infrastructure build comparison analyse data population increase decrease change Ordinate Survey Transport Village Suburban Industrial	wartime	achieve available community convenience develop explanation sufficient vehicle
Outcomes: Geographical Knowledge	To know the Titanic travelled through (what is now different) time zones. To use stand OS symbols to map, e.g. railway. To know & explain land use changes during the Industrial Revolution e.g. increase physical features such as railways, towns, factories... To explain the effects of land use changes during the Industrial Revolution. To know the natural resources that were imported and exported during the Industrial Revolution, e.g. textiles, raw cotton.			To name & locate key countries linked to the Wars, e.g. German, France & Poland including their capitals. To know that each square on a map is divided into 10 to make a 6-figure grid reference. To recognise and use a wide range of OS symbols.			To know how to read 6-figure grid references. Create digital maps to show specific data I know land use patterns change over time. I know New Earswick has grown from an industrial village to a suburban area. To describe the changes that have taken place in New Earswick & the reasons for them.		
Previous 	Year 2 <ul style="list-style-type: none"> Naming physical features Year 3 & 4 <ul style="list-style-type: none"> Builds on & secures knowledge of OS Symbols. YEAR 4 <ul style="list-style-type: none"> Land use Year 5 <ul style="list-style-type: none"> Builds on longitude & latitude by introducing time zones. People's choice to live in specific areas. 			Year 2, 3, 4 & 5 <ul style="list-style-type: none"> Builds on locational & knowledge of countries & capitals. Year 3 & 4 <ul style="list-style-type: none"> Builds on & secures knowledge of OS Symbols. YEAR 4 <ul style="list-style-type: none"> Land use. 4 figure grid references 			Year 3 <ul style="list-style-type: none"> Y3: New Earswick- changing village YEAR 4 <ul style="list-style-type: none"> New Earswick- architecture (builds on physical features). Land use. 4 figure grid references YEAR 5 <ul style="list-style-type: none"> New Earswick and York- settlements 		
Next 	KS3 <ul style="list-style-type: none"> Population and urbanisation; and the use of natural resources. Economic activity. Understand how human & physical processes interact to influence, & change. Use Geographical Information Systems (GIS) to analyse a places and data. 			KS3 <ul style="list-style-type: none"> Build on their knowledge of globes, maps and atlases. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale. Extend locational knowledge and deepen spatial awareness of the world's countries. 			KS3 <ul style="list-style-type: none"> Use fieldwork in contrasting locations. Understand how human & physical processes interact to influence & create change 		