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| Geography | **Pedagogical Knowledge**  The most powerful way children learn geography is through enquiries delivered via fieldwork and engaging with children’s personal and lived experiences of the world. | | | |
| The enquiry approach is central to ideas in geography education about knowledge, learning and pedagogy. It is the keyway children learn in geography because it provides great opportunities to stimulate children’s’ interest in significant questions, critically engage with and synthesise different kinds of evidence and draw well supported conclusions.  The most important geographical pedagogical knowledge is:   * Enquiry is question driven * Enquiry is supported by evidence from the ‘real world’ for example maps, statistics, photographs and film. * Enquiry requires thinking geographically – reasoning, weighing evidence and considering different viewpoints. * Enquiry is reflective – children reach conclusions, make judgements and reflect on their own viewpoint. | | | |
| Y1&2  Cycle A | **Autumn**  **Childhood** | | **Spring**  **Bright Lights, Big City** | **Summer**  **School Days** |
| + Unit | Everyday materials  Funny faces and fabulous features  Human senses  Mix it!  Our wonderful world Shade and shelter | | Taxi!  Rain and Sunrays  Seasonal Changes | Animal parts  Chop, slice and mash  Plant parts Street View |
| Significant Person/Event | Significant events – Queen's coronation | Great fire of London  Queen Elizabeth II | | Samuel Wilderspin |
| Local Heritage | Preston Park Museum - Toys | | Local walk – study of local landmarks | Our school’s history |
| Y1 | Describe how a place or geographical feature has changed over time. | | Identify patterns in daily and seasonal weather.    Name important buildings and places and explain their importance.  Draw or read a simple picture map.  Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.  Search for or retrieve digital content, including images and information, in digital folders and online, with supervision. | Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  Describe how pollution and litter affect the local environment and school grounds. |
| Y1  Cumulative skill | Describe how a place or geographical feature has changed over time. | | | |
| Y2 | Describe how an environment has or might change over time. | | Describe simple weather patterns of hot and cold places.  Name, locate and explain the significance of a place.  Use simple compass directions to describe the location of features or a route on a map.  Recognise and demonstrate that some information can be found online and some offline. | Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  Describe ways to improve the local environment. Describe how an environment has or might change over time.  Describe how pollution and litter affect the local environment and school grounds. |
| Y2  Cumulative skill | Draw or read a range of simple maps that use symbols and a key. | | | |
| Y3&4  Cycle A | **Autumn**  **Through The Ages** | | **Spring**  **Rocks, Relics and Rumbles** | **Summer**  **Emperors and Empires** |
| + Unit | Contrast and complement  Cook well, eat well  One planet, our world  Prehistoric pots  Skeletal and Muscular systems | | Ammonite  Forces and magnets  Making it move  People and places | Beautiful botanicals  Greenhouse  Light and Shadows  Mosaic masters  Plant nutrition and reproduction  Terrific Teesside |
| Significant Person |  | | Mary Anning  Pompeii | Boudicca |
| Local Heritage | Yorkshire – Murton park | | Brimham Rocks  Stump cross caverns | Arbeia Fort Hadrian’s wall  Durham Castle The Great North Museum  Yorvik |
| Y3 | Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. | | Name and locate significant volcanoes and plate boundaries and explain why they are important.  Explain the physical processes that cause earthquakes and volcanic eruptions.  Describe how a significant geographical activity has changed a landscape in the short or long term.  Describe the parts of a volcano or earthquake. | Name, locate and explain the importance of significant rivers. |
| Y3  Cumulative skill | Locate significant places using latitude and longitude. Name, locate and explain the importance of significant mountains or rivers. | | | |
| Y4 | Describe a range of human features and their location and explain how they are interconnected. | | Identify the location of the Tropics of Cancer and Capricorn on a world map.  Use specific geographical vocabulary and diagrams to explain the water cycle.  Identify, describe and explain the formation of different mountain types. | Explain how the physical processes of a river, sea or ocean have changed a landscape over time. |
| Y4  Cumulative skill | Explain how the physical processes of a river, sea or ocean have changed a landscape over time. | | | |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | **Spring**  **Sow Grow and Farm** | **Summer**  **Groundbreaking Greeks** |
| + Unit | Taotie Forces and Mechanisms  Earth and Space  Tints, Tones and Shades (Y5)  Investigating Our World  Moving Mechanisms  Migration | | Eat the Seasons  Human Reproduction and Ageing Line  Light and Shadows  Nature's Art | Architecture  Properties and Changes of Materials  Mixed Media  Expression |
| Significant Person | The Yellow Emperor and the Xia Dynasty | |  | Alexander the Great |
| Local Heritage |  | | Local farms and allotments |  |
| Y5 | Identify topical issues, problems and events that are of concern to them as individuals and to society. | | Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.  Describe what seasonality means and explain some of the reasons why it is beneficial.  Describe how soil fertility, drainage and climate affect agricultural land use.  Construct or carry out a geographical enquiry by gathering and analysing a range of sources.  Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.  Describe in detail the different types of agricultural land use in the UK.  Name and locate the world’s biomes, climate zones and vegetation belts and explain their common characteristics.  Explain how the climate affects land use. | Analyse and compare a place, or places, using aerial photographs. atlases and maps. |
| Y5  Cumulative skill | Identify topical issues, problems and events that are of concern to them as individuals and to society. | | | |
| Y6 | Debate topical issues, problems and events that are of concern to them as individuals and to society. | | Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.  Explain how organic produce is grown.  Describe the physical processes, including weather, that affect two different locations.  Research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system.  Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.  Describe the distribution of natural resources in an area or country.  Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.  Describe the physical processes, including weather, that affect two different locations.  Explain how climate change affects climate zones and biomes across the world.  Evaluate the extent to which climate and extreme weather affect how people live. | Use satellite imaging and maps of different scales to find out geographical information about a place. |
| Y6  Cumulative skill | Explain how humans function in the place they live. | | | |