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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 B | **Autumn**  **Movers & Shakers** | **Spring**  **Coastline** | **Summer**  **Magnificent Monarchs** |
| + Unit | Can you make a paper bridge?  How do germs spread?  Still Life  Remarkable Recipes  Let's Explore the World  Habitats  Human Survival  Mix It (Y2) | Will it degrade?  Beach Hut  Flower Head  Uses of Materials  Plant Survival | Portraits and Poses  Animal Survival  Cut, Stitch and Join  Push and Pull |
| Significant Person/ Event | Christopher Columbus/ Neil Armstrong  Emmeline Pankhurst/ Rosa Parks | Captain Cook  RNLI Station, Redcar/ Whitby | Queen Elizabeth II |
| Local Heritage | Captain James Cook/ Captain Cook Museum | RNLI Station Redcar | Kirkleatham Hall Museum |
| Y1 | Name important buildings and places and explain their importance. | Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  Name and locate the world's seven continents and five oceans on a world map.  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.  Draw or read a simple picture map.  Describe how a place or geographical feature has changed over time.  Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.  Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.   Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.  Collect simple data during fieldwork activities.  Identify the characteristics of a settlement.  Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  Name important buildings and places and explain their importance. | Name important buildings and places and explain their importance.  Draw or read a simple picture map. |
| Y1  Cumulative skill | Name important buildings and places and explain their importance. | | |
| Y2 | Name, locate and explain the significance of a place. | Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  Use simple compass directions to describe the location of features or a route on a map.  Draw or read a range of simple maps that use symbols and a key.  Describe how an environment has or might change over time.  Describe, in simple terms, the effects of erosion.  Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).  Describe the size, location and function of a local industry.  Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | Name, locate and explain the significance of a place.  Draw or read a range of simple maps that use symbols and a key. |
| Y2  Cumulative skill | Name, locate and explain the significance of a place. | | |
| Y3&4  Cycle B | **Autumn**  **Invasion** | **Spring**  **Misty Mountain, Winding River** | **Summer**  **Ancient Civilisations** |
| + Unit | Warp and Weft  Digestive System  Sound  Contrast and Complement (Y4)  Fresh Food, Good Food  Interconnected World | Vista  Animal  States of Matter  Grouping and Classifying  Functional and Fancy Fabrics | Tomb Builders  Electrical Circuits and Conductors  Statues, Statuettes and Figurines  Islamic Art |
| Significant Person/ Place | Athelstan |  | Indus Valley |
| Local Heritage | Arbeia Roman Fort, South Shields  Hadrian’s Wall | River Tees, Stockton  Port of Middlesbrough  High Force Waterfall | Yorkshire Museum |
| Y3 | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. | Classify, compare and contrast different types of geographical feature.  Use four-figure grid references to describe the location of objects and places on a simple map.  Describe how a significant geographical activity has changed a landscape in the short or long term.  Name and locate significant volcanoes and plate boundaries and explain why they are important.  Describe the type and characteristics of settlement or land use in an area or region.  Describe the parts of a volcano or earthquake.  Name, locate and describe some major counties and cities in the UK.  Explain the physical processes that cause earthquakes and volcanic eruptions.  Identify the five major climate zones on Earth.  Analyse primary data, identifying any patterns observed. | N/A |
| Y3  Cumulative skill | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. | | |
| Y4 | Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. | Describe and compare aspects of physical features.  Use four or six-figure grid references and keys to describe the location of objects and places on a map.  Explain how the physical processes of a river, sea or ocean have changed a landscape over time.  Name, locate and explain the importance of significant mountains or rivers.  Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.  Identify, describe and explain the formation of different mountain types.  **I**dentify the topography of an area of the UK using contour lines on a map.  Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.  Use specific geographical vocabulary and diagrams to explain the water cycle.  Describe altitudinal zonation on mountains.  Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.  Describe the properties of different types of soil. | N/A |
| Y4  Cumulative skill | Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. | | |
| Y5&6  Cycle B | **Autumn**  **Maafa** | **Spring**  **Frozen Kingdoms** | **Summer**  **Britain at War** |
| + Unit | Trailblazers, Barrier Breakers  Circulatory System  Tints, Tones and Shades (Y6)  Food for Life  Our Changing World | Can we slow cooling down?  How do animals stay warm?  Quel temps fait - il?  Science - Growing Up and Growing Old | Make Do and Mend  Light Theory  Evolution and Inheritance  Distortion and Abstraction  Bees, Beetles and Butterflies |
| Significant Person/s | John Hawkins | Inuit people | Anne Frank |
| Local Heritage |  | Captain Cook Birthplace Museum | Eden Camp  Preston Park Museum |
| Y5 | Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. | Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).  Identify and describe the similarities and differences in physical and human geography between continents.  Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). | Name, locate and describe major world cities. |
| Y5  Cumulative skill | Identify and describe the similarities and differences in physical and human geography. | | |
| Y6 | Explain how humans function in the place they live. | Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  Describe the climatic similarities and differences between two regions.  Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. | Explain interconnections between two or more areas of the world. |
| Y6  Cumulative skill | Explain interconnections between two or more areas of the world. | | |