



	Essential concepts and skills to be taught	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Knowledge progression <u>across subjects</u> in the year group	Progression of knowledge and skills <u>across year groups</u>
R	Key people: Tim Peak Mae Jaimeson Caroline Hershel King Charles III	All about me 1. Location of our school 2. The local area – what do I like? What would I change? 3. My route to school – what do I pass? Do I take transport? 4. Who features in our lives? 5. People who help us in the community Vocabulary Local Community Transport Assessment question: Where is my school? CST: The Common Good Solidarity	Transport: past and present Transport in different countries. Vocabulary: Safe Tuk Tuk Gondolas Felucca Dog Sled Assessment question: How do people travel in different countries?	Space 1. Where do rockets take off from? Vocabulary: Astronaut Astronomer Assessment question: What is it like in space?	Growing and changes 1. Farming in our local area – what crops are grown where we live? 2. Identify fruit and vegetables that can be grown locally or within Berkshire 3. Identify where fruit and vegetables we eat come from. 4. Try different fruits and vegetables from different areas of the world. 5. Local study- Woodford Park Vocabulary: Crops Fruit Vegetables Assessment question: What food can I find locally? CST – Distributive Justice	Kings and Queens 1. Countries around the world that have King Charles as their monarch 2. The Union Flag of The United Kingdom 3. Flags from countries that children have connections to Vocabulary: The Monarchy Buckingham Palace Windsor Castle Assessment question: Where does the King rule?	Stories from the past 1. Locate the places that features in the key stories chosen for this topic. Assessment question: How does my local community and places described in books differ? CST – Stewardship		YR Geography linked to EYFS framework: Understanding the World Past and present: - talk about the lives of the people around them and their roles in society People, culture and communities: - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps The Natural World: - explore the natural world around them - 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
1		Autumn 1 Spatial Sense 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing Maps Assessment question: Map skills assessment – draw a map of the school using agreed symbols to plot things on their map Knowledge Organiser Vocabulary - Spatial Sense Lesson Plans Key Skills: - to know that maps provide information about places - to know that maps are drawn from an ariel view	Spring 1 The UK 1. The four countries in the UK 2. Scotland 3. Wales 4. Northern Ireland 5. England Assessment question: What are the four countries in the UK? Knowledge Organiser Vocabulary - The UK Lesson Plans Key Knowledge - to be able to location the 4 countries in the UK on a map and form the UK - to be able to describe some of the landscape of the UK	Summer 1 Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North & South America 6. Australia Assessment question: What would a geographer say about the world we live in? Knowledge Organiser Vocabulary - The Seven Continents Lesson Plans Key Knowledge: - to know that there are seven continents and five oceans - The North Pole is the most northern point - The South Pole is the most southern point - Different environments can be found around the world (desert, rainforest etc) - We live in Europe CST – Stewardship		Progression from YR - Maps of the school and Woodley		



2	Key people: Roald Amundsen	Autumn 1 Spatial Sense 1. My School Site 2. Drawing a map of the school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map and the equator Assessment question: Map skills assessment – draw a map of the local area including a title, physical and human features, symbols, a key and a compass (progression from Y1) Knowledge Organiser Vocabulary - Spatial Sense Lesson Plans Key Skills: - Place - Space - Scale CST –Stewardship	Spring 1 The British Isles 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town (could choose somewhere to reflect the current year group) Assessment question: What is it like to live in the British Isles? Knowledge Organiser Vocabulary - The British Isles Lesson Plans Key Skills: - Using maps and atlases to identify locations within the British Isles - Answer geographical questions such as 'What is it like to live in this place?' CST – Stewardship	Summer 1 Northern Europe 1. Counties in Northern Europe 2. Human and physical features of Northern Europe 3. Climate in Northern Europe 4. Animals in Northern Europe 5. Roald Amundsen Assessment question: What would a person see if they visited Northern Europe? Knowledge Organiser Vocabulary - Northern Europe Lesson Plans Key Skills: - concept of migration (Y4, Y5 and Y6) - the difference between physical and human features - the location of Northern Europe means it has quite warm summers and very cold winters. Animals have had to adapt. CST – Stewardship	Seasons and Weather (Y1 Science) Living things and their Environments (Y2 Science)	Progression from Y1 - building on map skills expanding from the classroom to the school site (Spatial Sense) - building on knowledge about the UK (The UK) - building on the knowledge of the seven continents (Northern Europe)
3		Autumn 1 Spatial Sense 1. Maps, compasses and symbols 2. Four and Six figure grid references 3. Fieldwork – the local area 4. A contrasting locality (human geography) 5. A contrasting locality (physical geography) Assessment question: What are the differences between Woodley and ____	Spring 1 UK Geography 1. Introduction to the Southwest 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time Assessment question: What would a geographer say about the South of England? Knowledge Organiser	Summer 1 Rivers & Settlements 1. Settlements 2. Types of settlements 3. What is a river? 4. A river in the UK 5. A river in Europe Assessment question: How are humans and rivers connected? Knowledge Organiser Settlements		Progression from Y2 - maps of the school site and four-point compasses (Spatial Sense) - knowledge of the British Isles (UK Geography) - building upon local geography taught in



		referring to both human and physical features of the area. Knowledge Organiser Vocabulary - Spatial Sense Lesson Plans Key Skills: - contrast two locations using both physical and human features - Place - Space - Ordnance Survey symbols and what they represent	Vocabulary - UK Geography: The South West Lesson Plans Key Knowledge: - The South West coastline is gradually eroding every year - Tourism is a major industry in the South West - The Southwest of England is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream. CST – Stewardship	Knowledge Organiser Rivers Vocabulary - Settlements Lesson Plans Rivers Lesson Plans Key Knowledge: - Settlements are where people live (hamlet, village, town & city) - recognise rivers of the world and how humans are connected to them CST: Stewardship Distributive Justice		KS1 (Rivers & Settlements)
4		Autumn 1 Spatial Sense 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area – changes over time Assessment question: How has our local area changed over time? Knowledge Organiser Vocabulary - Spatial Sense Lesson Plans Key Skills: - Place - Space - Use grid references to locate places on a map	Spring 1 Mediterranean Europe 1. Key places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscapes & Settlements 5. Eastern Europe? Assessment question: Mediterranean Europe is similar to the rest of Europe. Do you agree or disagree with this statement? Knowledge Organiser Vocabulary - Mediterranean Europe Lesson Plans Key Knowledge: - London is located in the South East - The Romans built London as a useful port for trading	Summer 1 London and the South East 1. Introduction to the South East (Counties) 2. London 3. Canterbury 4. Brighton 5. Dover Assessment question: What are the physical and human features of the South East of England? Knowledge Organiser Vocabulary - London and the South East of England Lesson Plans Key Knowledge: - Med. Europe is located in southern Europe - Med. Climate is warm and dry in summer, cool and wet in the winter		Progression from Y3 - Building on knowledge of eight-point compasses and grid references (Spatial Sense) - building upon previous European knowledge (Mediterranean Europe) - building upon previous knowledge in Year 4 (South West) & knowledge of the British Isles in Yr 2



			- Canterbury is a historical place with rich history - Brighton is a seaside town, popular with tourists - Dover is a town and a major ferry port CST – Stewardship	- there are several mountain ranges		
5		Autumn 1 Spatial Sense 1. Maps: dividing the world into sections 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places (UK focus) 4. Maps: drawn to different skills 5. Relief maps (mountains) Assessment question: What do cartographers need to think about when they create maps? Knowledge Organiser Vocabulary - Spatial Sense Lesson Plans Key Skills: - Cartographers drew imaginary lines to divide the world into sections. Line of latitude = parallel to equator (east to west). Lines of longitudes run from north to south - There are four hemispheres - map scale is the proportion between the distance on a map and the actual distance on the earth's surface - a relief map shows the height of land. CST – Stewardship	Spring 1 Australia and New Zealand 1. Australia and New Zealand – location and physical geography 2. The history of Australia and New Zealand 3. Settlements and Earthquakes 4. Climate in Australia and New Zealand 5. Biodiversity Assessment question: How is Australia/New Zealand's physical geography different from that of the UK? Knowledge Organiser Australia Knowledge Organiser New Zealand Vocabulary - Australia Lesson Plans New Zealand Lesson Plans Key Knowledge: - Australia is a large country and is very diverse. - British and Australian history for the past 200 years are intertwined. - Australia's biodiversity is under threat from invasive species, climate change and urbanisation. - New Zealand is in the South Pacific Ocean - New Zealand has volcanoes, geysers and can experience earthquakes	Summer 1 Local Study 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data collection (Fieldwork) 5. Graphing data Assessment question: What is an issue in the local area you are concerned about? Use data and sketch maps to explain the problem. Knowledge Organiser Vocabulary - Local Study Lesson Plans Key Skills: - to understand that geographers think about problems in local areas and suggest ways they can be solved - to know a graph is a mathematical drawing that shows information using lines, shapes and colours. CST: Stewardship Solidarity		Progression from Y4 - Lines of latitude and longitude, the equator and the poles (Spatial Sense) - using grid references and how to read and use map scale (Spatial Sense) - building upon knowledge of the local area from KS1 (Local Study)



			- Scientists think Maori people came from Polynesia to New Zealand around 700 years. - New Zealand has a temperate climate with lots of rainfall and sunshine. CST: The Common Good Stewardship			
6	Key people: Spatial Sense: Gerhardus Mercator	Autumn 1 Spatial Sense 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the world Assessment question: How is life different for people around the globe? Knowledge Organiser Vocabulary - Spatial Sense Lesson Plans Key Skills: - read and understand a range of maps - quality of life and standards of living differ around the globe - people observe the same time zone as it is convenient for business, trade and communications. CST – Distributive Justice	Spring 1 North and South America 1. Countries and environmental regions of North America 2. Rivers and Cities in North America 3. An introduction into South America, past civilisations and empires. 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest Assessment question: What are the differences between North and South America? Knowledge Organiser North America Knowledge Organiser South America Vocabulary - North America Lesson Plans South America Lesson Plans Key Knowledge: - the North American continent spreads close to the North Pole and south towards the equator - Rivers are a source of water and transport links but have been affected by human actions - know the challenges caused by human interactions with the Amazon Rainforest	Summer 1 British Geographical Issues 1. Air Pollutions 2. Climate Change 3. Waste 4. Litter 5. Local Context Assessment question: What are the environmental challenges we face in Britain? (include maps and data) Knowledge Organiser Vocabulary - British Geographical Issues Lesson Plans Key Knowledge: - the air in many UK cities contains pollution that is harmful to people, plants and animals - climate change causes more frequent and severe flooding in the UK - The UK produce millions of tonnes of waste every year - Little is waste left in open, public spaces and can cause environmental damage CST:	Rocks (Y3 Science)	Progression from Y5 - Lines of longitude, latitude and the prime meridian (Spatial sense) - geology/mountains (South America) - draws upon substantive and disciple knowledge from across the entire curriculum (British Geographical Issues)



				Stewardship Solidarity Participation		
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CST links in the curriculum are indicated in purple (sustainability/care for creation also in purple)

British Values/Democracy links are indicated in red

Cultural Capital link in blue