Ulceby St Nicholas C.E Primary School Curriculum Overview – Geography

Cycle	Term	Golden Thread	EYFS	Y1/2	Y3/4	Y4/5	6
Cycle B	Autumn 1	Geography driver – **The World**	**Our school environment**	**Our local area –Ulceby**	**Our location - UK**	**Our Location - Europe**	**Our location – the big wide world**
			EYFS Profile: *Learning early map skills through stories* *To know where the library/office/playground/field etc in the school* *Development Matters* *Draw information from a simple map* *Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate* *Offer opportunities for children to choose to draw simple maps of their immediate environment or maps from imaginary story settings they are familiar with*	*KS1 NC Objectives:* ***Geographical skills and fieldwork:*** • *To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.* • *To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.* • *Use simple compass directions and locational and directional language to describe the location of features and routes on a map*	*KS2 NC Objectives:* ***Locational knowledge:*** • *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.* • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* ***Geographical skills and fieldwork:*** • *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	*Ks2 NC Objectives* ***Locational Knowledge*** • *Locate the world's countries, using maps to focus on Europe(including the location of Russia) and North South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* ***Geographical skills and fieldwork:*** • *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	*KS2 NC Objectives:* ***Geographical skills and fieldwork:*** • *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* ***Locational knowledge:*** • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.* • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*
			Why here? Why now? *Pupils will learn about the immediate environment of the school and the grounds. It will prepare them for Year 1 where they will learn more about Ulceby*	*Why here? Why now?* *To develop knowledge of the local area wider than school. To prepare to look at UK in LKS2.*	*Why here? Why now?* *This builds on knowledge from KS1 local area study and pupils need to have knowledge about the UK in order to develop understanding of the world.*	*Why here? Why now?* *This build on the knowledge from the United Kingdom, extending the world beyond the United Kingdom, ready to extend knowledge of the world further in year 6*	*Why here? Why now?* *Build on LKS2 knowledge of our location (UK based). To support next geography focus of South America developing pupils' understanding of where we are in a global context.*
			Key vocabulary: School, field, office, library, classroom, hall, playground, toilets, map, Which way? How? Autumn, seasons, hibernate	Key vocabulary: Country, village, town, city, map, locate, location, road, street, field, house, shops, building, park, school, church, human, physical, features, up, down, left, right, forwards, backwards, settlement, population, facilities, like, dislike, compare, improve, transport links	Key vocabulary: North Lincolnshire, United Kingdom, British Isles, Continet, Europe, county, towns villages, compass, north, east, south, west, co-ordinates, northings, eastings, wolds, Fenns, North Sea Coast, landmark, population, rural, urban, elevation, topography, highlands, area	Key vocabulary Hemisphere, equator, compass direction, grid references, continent, artic circle, border, Mediterranean Sea, Carpathians, border ,steppes, fertile, topography neighbouring, refugees	Key vocabulary: Longitude, latitude, meridian, Prime Meridian, time zones, eastern, western, hemisphere
			Core Knowledge	*Core Knowledge*	*Core Knowledge*	*Core Knowledge*	*Core Knowledge*
			To know weather changes the seasons To know some trees change in Autumn To know some animals prepare for winter in Autumn	Ulceby is a village in the country of England. Human features have been built by people and physical features are natural	Ulceby is a village in North Lincolnshire, England, part of the UK and the British Isles in Europe A county is an area in England consisting of villages and towns There are 48 counties in the UK	The Northern Hemisphere is the section of the earth that is north of the Equator. The section of the Earth that is south of the Equator is called the South Hemisphere.	Latitude and longitude lines are used to describe the location of any place on earth The Prime Meridian splits the world into the Eastern and Western

			To know it gets colder in Autumn To know our senses and use them to find out about their environment	A map is a way of helping us find how to get from one place to another. A village is a small settlement, a town is a medium sized settlement and a city is a large settlement. Grimsby, Immingham and Barton are towns close to Ulceby Hull is the nearest city to Ulceby. Human features can be improved for the people who live there Ulceby could be improved by better transport links and facilities	We live in the northern area of Lincolnshire A compass can describe the position of my county to another county A co-ordinate can be used to give a precise location of a place A road map can help me plan a route from point A to B Map symbols are used to show the features of a place on a map Topographical maps show the height of land Lincoln Cathedral and Lincolnshire market towns are a key human feature of Lincolnshire	The Equator is an imaginary line that divides the Earth into two hemispheres. 8 figure compass directions and 4 figure grid references can be used to explain the position of places. Europe is located in the Northern Hemisphere. The Atlantic Ocean is to the west of the continent. Europe is above the Equator and the very north of the continent is within the Artic Circle. France is in north west Europe and shares a border with eight countries Belgium and Luxembourg in the northeast, Germany, Switzerland, and Italy in the east, the Mediterranean Sea, Monaco, Spain, and Andorra in the south. The Ukraine is mainly flat, with mountains only found in the west and in the South. Its fertile plains (steppes) are used for growing wheat. Ukraine is a country in Eastern Europe that shares a long border with Russia. In 2022 Russia invaded the Ukraine and more than 2 million people became refugees	Hemisphere. Countries in the eastern hemisphere are in front of time in the UK: countries in the western hemisphere are behind time of the UK North America is in the northern and western hemispheres. South America is in the northern and southern hemisphere Canada is the largest country in North America and the major biomes are tundra, boreal forest, grassland, and temperate, deciduous forest Brazil is the largest country in South America. It has three major biomes, the tropical rainforest, the Atlantic forest and the Cerrado Savannah Brazil is a country of two halves, the rich people live in the cities and the poor people live in favelas on the edge of the city
Spring 1	Geography driver - **Trade**	**Going Shopping**	**Lincolnshire: what do we produce?**	**UK Trade**	**European Trade – How important are the docks to enable trade with Europe?**	**Fair Trade and South America**	
		EYFS Profile: *<u>Development Matters</u>* *Name and describe people who are familiar to them*	*KS1 NC Objectives:* ***Human and physical geography:*** *To use basic geographical vocabulary to refer to:* • *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* • *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*	*KS2 NC Objectives:* ***Human and physical geography:*** • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* ***Locational knowledge:*** • *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* ***Place Knowledge***	***Locational knowledge:*** *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* ***Place Knowledge*** • *Understand geographical similarities and differences thought the study of human and physical geography of a European country* ***Geographical skills and fieldwork*** • *Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies*	*KS2 NC Objectives:* ***Human and physical geography:*** • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* ***Locational knowledge:*** • *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*	

					• *Understand geographical similarities and differences thought the study of human and physical geography of regions of the united kingdom*		
			Why here? Why now? *Children will consider where food comes from in preparation for Year 1 where they will investigate Lincolnshire and its food production.*	*Why here? Why now?* *To develop understanding of local trade and farming industry in the Wolds. To link learning to previous learning about harvest.*	*Why here? Why now?* *Expand pupil knowledge of local produce to UK trade. To build a foundation of knowledge for studying Trade in Europe and fair trade in Y5/6.*	*Why here?Why now?* *Extend understanding and knowledge of trade beyond the Uk into Europe before looking at global trade*	*Why here? Why now?* *Children can expand their knowledge of local and UK-wide trade to a wider context. To develop knowledge of produce from this location..*
			Key vocabulary: *Supermarket, shop, shop keeper, butcher, baker, market stall, buy, sell, pay, job*	*Key vocabulary:* *Crops, arable, harvest, wheat, maize, oats, barley, cereal, county, plum bread, traditional, transported, produce, containers, port*	*Key vocabulary:* *trade, import, export, goods, surplus, imported, exported, Biomass, container, port, Humber Estuary, reduce, poverty, wealth locally sourced, ,environmental impact, air miles*	*Key vocabulary* *Import, export, trade, produce, products, goods, economy, fertile, steppe, climate, plains. exchange of goods, reduction, workforce, port, connects, estuary, source, employment, opportunities, trading partners*	*Key vocabulary:* *Import, export, trading partner, global, international, globalization, surplus, profit, production, agriculture, proportion, tropical rainforest, Atlantic rainforest, producers, raw materials, taxes, consumers, sustainable, ethical, developing country, poverty, inequality*
			Core Knowledge	*Core Knowledge*	*Core Knowledge*	*Core Knowledge*	*Core Knowledge*
			That the shop in Ulceby sells different items down the different isles We go to different shops to buy different items We can go to Barton/Immingham to go to the supermarket	The land around Ulceby is used for arable farming and housing The land around Ulceby is used to farm crops such as wheat and barley for cereal and bread. Animals are kept for their meat and eggs Some of the food we eat is transported from other countries because we can't grow everything we want to eat Food arrives in large containers from around the world to the port The UK can't grow food like oranges and bananas	Buying and selling things a country needs is called trade Trade is an important way for countries to make money The UK buys goods from other countries because they can't make the goods themselves or the good could be bought cheaper from other countries Some of the UKs exports from Grimsby and Immingham are cars, electric motor vehicles, oil from the refineries, steel from Scunthorpe and surplus grain The UK's imports are fruit and vegetables from the Mediterranean, car from Germany, Biomass, fish from Iceland and Timber Locally sourced food has less environmental impact	The UK trades with Europe as it can not produce everything it needs or wants. Countries in Europe can sometimes produce products at a lower cost and of a better quality. The UK economy relies on exports of its goods The physical features of a country plays a part in what a country produces War in countries make it more difficult to exchange goods between countries	The UKs biggest trading partners are the USA, Germany and China. The UKs biggest exports are cars, gold, aeroplane parts, and the biggest imports are crude oil, gas, cars, and clothing The main products the UK exports to Canada are silver, cars, and aircraft parts from Immingham Canada exports gold, crude petroleum, biomass and soya beans to the UK via Immingham Fair Trade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce , and have better working conditions. Fair Trade products usually cost more meaning the products do not always sell and the farmers do not make the money they thought they would
Summer 1	Geography driver – **Planet Earth**	**Where am I?** *EYFS Profile* *Development Matters* *Draw information from a simple map* • *Familiarise children with the name of the road, and or village/town/city the school is located in* • *Look at aerial views of the school setting, encouraging the children to comment on what they notice , recognising buildings, open spaces, roads and other simple features*	**Where is Ulceby?** *KS1 NC Objectives:* ***Locational knowledge:*** • *name and locate the world's seven continents and five oceans* • *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.* ***Geographical skills and fieldwork:*** • *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.* • *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe*	**Mountains** *KS2 NC Objectives:* ***Locational Knowledge*** • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* ***Physical geography:*** • *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	**Volcanoes** *KS2 NC Objectives:* ***Locational Knowledge*** • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* ***Physical geography:*** • *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	**Extreme Earth** *KS2 NC Objectives:* ***Locational Knowledge*** • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* ***Physical geography:*** • *including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes, and the water cycle*

				the location of features and routes on a map			
			<u>Why here? Why now?</u> *Building on learning about their immediate environment by broadening horizons. Will feed into Year 1 learning about the British Isles.*	*<u>Why here? Why now?</u>* *To develop basic atlas skills and understanding of the wider UK.*	*<u>Why here? Why now?</u>* *Extends learning from Y1/2 to look at more specific natural features of the UK and the importance of them on Earth*	*<u>Why here? Why now?</u>* *Extends the learning of mountains and how they are formed onto how volcanoes are formed*	*<u>Why here? Why now?</u>* *Extends the learning of natural features to the impact that these natural features can have on planet earth*
			Key vocabulary: *Road, street, map, village, town, world, earth*	*<u>Key vocabulary:</u>* *Town, North Lincolnshire, United Kingdom, British Isles, compass, north, south, east, west, England, Northern Ireland, Republic of Ireland, Scotland, Wales, capital city, River Humber, North Sea, English Channel, Atlantic Ocean, continent, Europe, Asia, Africa, North/South America, Antarctica, Australasia*	*<u>Key vocabulary:</u>* *Mountain range, ridges, peak , summit, fold, fault, dome, volcanic mountains, tectonic plates, contour lines, above sea level, Lake district, Pennines, Ben Nevis, Breacon Beacons, Mourne Mountain, base, valley, elevation, topography, elevation, metres above sea level, glaciers, rare, hardship*	*<u>Key vocabulary</u>* Crust, core, mantle, tectonic plates, Eurasion, erupt, eruption, active, inactive, lava, magma, hazard, positive, negative, effects, geothermal, fertiliser, economy, economic, habitats	*<u>Key vocabulary:</u>* *Tsunami, hurricane, tornado, cyclones, typhoons, fault zone, magnitude, tectonic shift/plates, ring of fire, earthquake belt, epicentre, climate, flash floods, wildfires, pacific coast, rainy season, landslide, health service, slums, economy, economic, resources, production, reduce, reduction*
			<u>Core Knowledge</u>	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*
			I live in the village of Ulceby Ulceby has a shop and a hairdressers I live near the _	Ulceby is a village near the town of Immingham It is in North Lincolnshire in the country of England, within the UK and British Isles I can find Ulceby by using a map of the UK and compass directions can help me describe its position The countries within the British Isles are England, Northern Ireland, The Republic of Ireland, Scotland and Wales. All countries have a capital city A continent is a large area of land and the Uk is in the continent of Europe Earth has seven continents, Asia, Africa, North America, South America, Antarctica, Europe and Australasia The world has 5 major oceans	Mountains are areas of high land that are much higher than the land surrounding them. They are higher and steeper than a hill. They are often found together in a group called a mountain range Mountains have steep, sloping sides, sharp or rounded ridges and a high point called a peak or a summit Most mountains are fault mountains formed when two tectonic plates collide Most mountains are fault mountains formed when two tectonic plates collide The height of land is represented on a map using contour lines and the height above sea level Many of the UK's mountains can be found in the Lake District, but there are areas all over the UK like the Pennines, the Breacon Beacons and the Mourne Mountains The county of Lincolnshire is only 0-100metres above sea level excluding the Lincolnshire Wolds which is 100-500m metres above sea level The highest mountain in the Uk is Ben Nevis in the Scottish Highlands The physical features of the mountain change towards the summit As the world heats up, mountain glaciers are melting, plants and animals struggle to survive and mountain people are facing hardship	The earth is made up of three layers: the crust, the mantle, the core The crust is made up of different rocky sections called tectonic plates. The Eurasion plate is the third largest tectonic plate Most of the worlds volcanoes are found around the edges of tectonic plates, on land and in the ocean. On land volcanoes are formed when one tectonic plate moves under the other. Most of Europe's volcanoes are concentrated around the Mediterranean Positive effects of volcanic eruptions: Geothermal energy can be generated, ash can act as a good fertiliser for soil, volcanoes attract tourists and tourism Negative effects: Volcanoes are dangerous and kill people, damage property Habitats and landscapes are damaged, economic activity can suffer	There are disasters in the world that happen and are not preventable That there are different types of disasters such as earthquakes, volcanoes and droughts The Philippines, Japan and Bangladesh are the countries most prone to natural disasters North America has recently suffered from many climate disasters such as deep freezes, flash floods and wild fires The Pacific Coast is the most earthquake prone zone in Canada The rainy season in Brazil causes dangerous flooding, triggering landslides People in low income countries are more vulnerable to the threat of tectonic hazards Natural disaster damages or destroys resources and production in the economy will fall

Cycle	Term	Golden Thread	EYFS	Y1/2	Y3/4	Year 4/5
Cycle A	Autumn 1	Geography driver – **Water**	**Bodies of water through stories**	**City and Coast**	**The Water Cycle**	**Where does a river come from, go to?**
			EYFS Profile *<u>Development matters</u>* *Explore the natural world around them.*	*KS1 NC Objectives:* ***Human and physical geography:*** *To use basic geographical vocabulary to refer to:* • *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*	*KS2 NC Objectives:* ***Physical geography:*** • *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	*KS2 NC Objectives:* ***Physical geography:*** • *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* ***Human and physical geography:*** • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* ***Geographical skills and fieldwork*** • *Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies*
			<u>Why here? Why now?</u> *Children will be introduced to natural features in their local environment (the village pond) and extend this understanding through stories in order for learning about the coast in year 1*	*<u>Why here? Why now?</u>* *Building on learning in cycle 1; children need an understanding of countries within the UK in order to understand countries and seas from around the world.*	*<u>Why here? Why now?</u>* *Links learning about weathers. Pupils need to have an understanding of the water cycle and seas in order to access learning on coastal erosion in Y5/6.*	*<u>Why here? Why now?</u>* *Linked to the water cycle from year 3/4, children will understand the role of the water cycle in forming rivers and the importance of rivers to the people who live there*
			Key vocabulary: *Pond, stream, lake, sea, river*	*Key vocabulary:* *Village, facilities, town, activities, cathedral, River Humber, port, museum, minster, map, coastal town, land, sea, human, physical features, caves, beach, cliff, coast, saltmarsh, prefer, preference*	*Key vocabulary:* *Leisure, crops, transporting, drought, floods, streams, lakes, reservoirs, fresh/salt water, source, spring, river mouth, sea* *Water cycle, evaporation, condensation, precipitation, solid, liquid, gas, run off, transpiration, water vapour, liquid, gas, vapour, condensed, water droplets*	*<u>Key vocabulary</u>* *Seine, Rhone, Loire, Danube, habitat, settlements, agriculture, irrigation, industries, leisure, tourism,* source, mouth, estuary,
			<u>Core Knowledge</u>	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*
			Ulceby and Wootton have a pond That there are different types of water in the world	To know where the major cities of the UK are located To know where the coast is and what are the major features of the coast To know why people visit the coast and the city To know how to get to Cleethorpes from Ulceby	To know why water is so important in the world To know what types of water we find on earth To know how far a drop of water can travel To know the stages of the water cycle To know how rain clouds are formed	To know the major rivers of France and Ukraine To know the importance of the rivers for people in those countries To know that a river has a source and where to find the source of some of the rivers in France and Ukraine To know the importance of the water cycle in forming these rivers

				To be able to express a preference about visiting the coast or a city		To know the journey of the River Seine and Danube To know the importance of the Danube for people fleeing conflict in the Ukraine
	Spring 1	Geography driver – **Holidays**	**The Seaside**	**Cleethorpes or Mancora? (Paddington Bear)**	**Which county will you choose? Does Lincolnshire make a good holiday destination?**	**Europe – What's so great about the Mediterranean?**
			EYFS Profile *<u>Development Matters</u>* *Recognise some similarities and differences between life in this country and life in other countries* • *Teach children about places in the world that contrast with locations they know well* • *Use relevant, specific vocabulary to describe contrasting locations* • *Use images, video clips, shared texts and other resources to bring the wider world into the classroom*	*KS1 NC Objectives:* ***Place knowledge:*** • *understand geographical similar and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country* ***Geographical skills and fieldwork*** • *Use arial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key*	*KS2 NC Objectives:* ***Locational knowledge:*** • *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* ***Place knowledge:*** • *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom* ***Geographical skills and fieldwork – North Lincolnshire as a holiday destination*** • *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* • *use fieldwork to observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies*	*KS2 NC Objectives:* ***Locational knowledge:*** • *locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* • *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* ***Place knowledge:*** • *understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.* ***Geographical skills and fieldwork*** • *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*
			Why here? Why now? *Introduce the world beyond Ulceby to the children in preparation for year one when children compare the two environments experienced by Paddington Bear*	*<u>Why here? Why now?</u>* *Continue to develop and expand map and atlas skills. Develop their comparisons of the world begun in EYFS.*	*<u>Why here? Why now?</u>* *Extend understanding of the counties of the the Uk the human and physical features and why people choose counties of the Uk as holiday destinations.*	*<u>Why here? Why now?</u>* *Pupils can build upon their understanding of holidays in the Uk to Europe and make reasoned choices. Continued focus on Europe following studies in the UK*
			Key vocabulary: *Beach, sea, sand, fun fair, pier, amusements, ice cream shop, fish and chip shop*	*Key vocabulary:* *Coastal, North East Lincolnshire, Humber estuary, North Sea, pier, Arcades, crazy golf, coast, partly cloudy, weather, temperature, degrees, months, Peru South America, equator, South Pacific Ocean, surfing, beaches, mudbaths, tropical, climate*	*Key vocabulary:* *Counties, villages, Towns, Cities, Lincolnshire Wolds, Coastline, Historical buildings, Coastal areas, Wolds, Fens, Tourists, Tourist information centre, Tourism, positive, Negative, Cause of pollution, employment, Peak District National Park, Chatsworth House, Derbyshire, Bakewell, Buxton, Market Towns, prefer, preferences, likes, dislikes, reasons*	*Key vocabulary* *Atlas ,Ordnance survey, grid reference, compass directions, Northings, Eastings, Europe, European, Mediterranean Sea, package holiday, attracts, tourists, tourism, Mediterranean, destination, impact , culture, employment, wealth, pollution, vulnerable, positive and negative effects, economy, pollution, loss of natural habitat,*
			<u>Core Knowledge</u>	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*	*<u>Core Knowledge</u>*

			To know that people travel to different places in different ways (walk to school, catch the bus to Grimsby etc) To know that people can catch the bus, train or go in a car to the seaside To know that you have to buy a ticket to catch the train to Ulceby To know that there are different types of shops at the seaside compared to Ulceby To know that people like to spend time on the beach at the seaside.	To know where Cleethorpes is and how people can get there from Ulceby. To know the importance of the human and physical features of Cleethorpes in attracting people there. To know what the weather is like in Cleethorpes in different seasons To know where Mancora is in the world To know the human and physical features of Mancora To know that Cleethorpes and Mancora are both coastal towns and have similarities and differences	To know that people visit the villages, towns and cities of Lincolnshire due to their human and physical features. To know that Lincolnshire has both cities, countryside and coast To know that tourist information centres help tourists to plan their stay To know that tourism in Lincolnshire has both a positive and negative impact on the county. To know that Derbyshire is another popular county for Tourists To know the position of Derbyshire in relation to Lincolnshire and within the Uk To know that Derbyshire does not have a coast To know that the physical features of Derbyshire make it a popular place for Tourists	To know and locate the Mediterranean on a map To know that a location can be described by using compass directions and grid references To Know that there are 11 European countries in the Mediterranean, France being one of them To know that Ukraine is not in the Mediterranean. To know that the climate of the Mediterranean attracts tourists and has an impact upon human activity. That tourists visiting Mediterranean countries can have both positive and negative effects on the country.
	Summer 1	Geography driver - **Climate**	**Hot and cold**	**Weather and Seasons**	**Shrinking Planet**	**Renewable or non-renewable?**
			EYFS Profile *Development matters* *Recognise some environments that are different to the one in which they live* • *Share non-fiction texts that offer an insight into contrasting environments* *Recognise some similarities and differences between life in this country and life in other countries* • *Teach children about places in the world that contrast with locations they know well* • *Use relevant, specific vocabulary to describe contrasting locations* *Use images, video clips, shared texts and other resources to bring the wider world into the classroom*	*KS1 NC Objectives:* ***Human and physical geography:*** • *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.*	*KS2 NC Objectives:* ***Locational knowledge:*** • *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* ***Physical geography:*** • *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	*KS2 NC Objectives:* ***Human and physical geography:*** *describe and understand key aspects of:* • *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.* • *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.*
			Why here? Why now? *Develop the understanding of the difference between hot and cold lands and link with termly studies of weather in Ulceby.*	*Why here? Why now?* *Develop understanding of the seasons from EYFS and prepare for LKS2 learning about extreme weather.*	*Why here? Why now?* *Pupils have knowledge about weather (KS1) and the water cycle (LKS2) and can develop an understanding of how this affects the planet. Pupils can use knowledge of trade to begin to investigate how the way we live affects our planet. Directly links to Y5/6 learning on saving the planet.*	*Why here? Why now?* *A more in depth study of the difference between renewable and non renewable in order to make a more informed judgement of how we can save the planet and the role we have in it today.*
			Key vocabulary: *Jungle, safari, polar, arctic, Antarctic, ice, desert, sand, hot, cold*	*Key vocabulary:* *Seasons, cycle, weather, earth's tilt, Spring, Summer, Autumn, Winter, warmer, hottest, long and short days, mild, coldest, daylight, longer, shorter, sunrise, sunset, migrate, climate, hibernate, hibernation*	*Key vocabulary:* *Weather patterns, extreme, flash floods, droughts, climate change, global warming, process, temperature, increase, greenhouse gases, fossil fuels, coal, oil, gas, carbon dioxide, methane, heatwaves, sea levels,*	*Key vocabulary* *Naturally occurring, natural resources, minerals, fossil fuels, release, harmful, chemicals, renewable energy, sources, tidal power, hydroelectric power, solar power, wind power, generate, reliable, unreliable*

					rise, coastal erosion, ,sedimentary rocks habitats, coastline, reduce, emissions, atmosphere	
			<u>*Core Knowledge*</u>	<u>*Core Knowledge*</u>	<u>*Core Knowledge*</u>	<u>*Core Knowledge*</u>
			To know that there are different environments around the world To know that some environments are hot and some are cold To know that people need to wear different clothes in different types of environments To know that different animals are found in different environments To know that people can do different types of activities in hot and cold environments	To know that the seasons refer to the cycle of weather changes that is divided into 4 parts To know that the seasons are caused by the earth's tilt around the sun To know that there are 4 seasons in the year To know the order of the seasons To know that the weather is different in each season To know that as the weather changes, plants and animals change their behaviour to suit the weather	To know how and why the world is changing To know that climate change refers to the change in the worlds usual weather patterns over years To know that the world is getting hotter due to the burning of fossil fuels, cutting down too many trees, and the over farming of crops and animals To know that climate change can result in heat waves, flooding, extreme weather events, threats to animals' habitats and rising sea levels. To know that as sea levels rise, the coastline is worn away by waves. To know that this process is called coastal erosion	To know that natural resources are: water, air, soil, wood, crops, animals, minerals, oil, coal and gas To know fossil fuels are oil, coal and gas To know that fossil fuels are used to run transport such as cars, trains and aeroplanes as well as make electricity To know that fossil fuels release harmful chemicals and gases into the air To know that some natural resources are limited and they will run out int the future To know that: wind, sun and waves are renewable energy sources To know that renewable energy never runs out, is cheaper to produce and does not produce green house gases To know that energy production can be unreliable