The Wider Curriculum at Gayton Primary Academy

Geography: Progression of knowledge - 2 YEAR CYCLE

Intent: Our Curriculum has been designed to ensure each and every child can ' live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart. ** possible trip*

Gayton Geography Overview 25/26			
	AUTUMN	**SPRING**	**SUMMER**
EYFS	**Marvellous Me** Here we are. Where do I live? Local Study, Seasonal Changes, Maps and Globes Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Use world maps to show children where some stories are based. . **People Who Help Us** **Christmas** Festivals around the world Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Use bee-bots on simple maps. Encourage the children to use navigational language	**Under the Sea** Seaside features, exploring environments,treasure maps Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look closely at similarities and change – how do the different environments differ? Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water? Explore pollution and how we can help (Hunstanton) **Food Glorious Food** Passports and food around the world Use Handa's Surprise to explore a different country. Compare with where we live. Find us and Handa on a map. Make passports and discuss why we have them. Role play boarding an aeroplane – share any experiences of this. 'Visit' different countries and taste their food specialities.	**Teddy Bears Picnic** Local Area Study Revisit our class name, who Theodore Roosevelt was and how helped our world. What can we do to help our world? Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Can children make comments on the weather, culture, clothing, housing? Changes in the leaves, weather, seasons. o Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. **Wild About the Wild** Handa's Surprise - where is Africa and comparisons to Gayton

Y 1	**Where Do I Live?** Name the seven continents and five seas of the world and label them on a map. Identify the countries and capital cities of the UK Identify features and characteristics of the countries of the UK Explore our own village and King's Lynn Describe where we live	**The Arctic** Discovering the Arctic Circle and climate. Identifying the physical features. Finding out which animals live in the Arctic and where they are found by using and reading maps. Arctic cities and the countries they are found in. Comparing an Arctic town to a city in the UK.	**At the Farm** What is a farm, why is it important? Identify and discuss the main features of a farm. Use a map to navigate a farm. How seasons affect a farm. The differences to life on a farm and life in a town *(Church Farm)(water safety RLNI)* **Thanks for Everything Day** To understand that things are provided by someone else and look at child labour. How we can make our environment a better place by valuing what we have.
Y 2	**Life in the City** To learn what a city is and identify some major capital cities around the world. To explore the features of a city To explore the physical features of Edinburgh and Cape Town. To explore the human features of Edinburgh and Cape Town. To explore symbols and patterns used to create maps.	**Animals Around the World** To locate and name the seven continents To identify and use vocabulary linked to the world's seas and oceans. To learn about hot and cold places in relation to the Earth's equator. To learn about animals in different seasons. To learn about national animals of various countries. To investigate animals in our local area. **Thanks for Everything Day** To understand that things are provided by someone else and look at child labour. How we can make our environment a better place by valuing what we have.	**Seas and Coasts** To locate and identify oceans and continents. To find out about British beaches. 3 To find out about British seas. To use fieldwork skills to find out about a place. To compare a British beach with one from another country. To use compass points to move around a map. *(Local Visit)* **Map Makers** Using fieldwork and observational skills. using a compass and aerial photographs Using and creating a map/plan and 3D model using symbols for key features. **Aerial Views - Look at Castle Rising/Hunstanton from above(history link)**

Y3	**Countries of the World** Identify each continent and learn some facts about it. The difference between countries and continents. Locate and find out some key facts about major cities around the world. Identify the human and physical features of a country and look at similarities and differences. **Fair Trade Day** What is Fair trade? How can we support FT goods? How can we encourage our community to support FT goods?	**Our European Neighbours** Locate Europe, identify its features. The countries of Europe. The flags, human and physical features of the countries of Europe. identify and locate the major cities of Europe and discuss their features. Compare 2 cities(eg - Paris and London or Berlin)	**The Rainforest** Locate the rainforests on a world map. The four main layers of vegetation. Define the word 'climate' and use charts and graphs to explore the climate of tropical rainforests. Discover the indigenous rainforest tribes and compare their lives with life in modern society. How the rainforests are under threat and the actions that we can take to help save them. *(water safety RLNI)*
Y4	**In the Desert** What is a desert and where are they located? What is the weather and climate like in a desert? What is a desert formation? Who lives in the desert and how do humans use a desert? What is desertification? **Fair Trade Day** What is Fair trade? How can we support FT goods? How can we encourage our community to support FT goods?	**Settlements** The origin of place names. How settlements have changed over time. Use of maps and grid references to explore settlement. Plan a settlement. Make a map of a settlement. Link to town planner from the North East. Jordan Reeve.	**Volcanoes** What happens when a volcano erupts? The features of a volcano. Tectonic plates and the ring of fire. Life in volcanic areas compared with life outside volcanic areas **Fast Fashion Day** What is fast fashion, the impact on the environment and how we can combat it locally and globally.
Y 5 **2025/26**	**United Kingdom** Key features of the UK, its 4 countries and capital cities relate to population, rurality and life expectancy. The regions and counties of the UK. Cities in the UK with a focus on one city. The hills and mountains of the UK and how they were formed. Similarities and differences between beaches around the UK's coast(Hunstanton focus). Explore and identify rivers of the UK and look at their key features. **Fair Trade Day** What is Fair trade? How can we support FT goods? How can we encourage our community to support FT goods?	**The Grand Canyon** Locate the Grand Canyon and identify its key features. How was the Grand Canyon formed? To know that there are different biomes and climate conditions at different altitudes within and around the Grand Canyon. To learn about the desert scrub biome and the animals and plants that live there. Tourism and its effect on the environment. Settlement and land use around the Grand Canyon - the Havasupai's way of life *(water safety RLNI)*	**What is my Local Area Like?** An investigation into our local area focusing on its main human and physical geographical features and how they might be changing. Use of maps, observation and field sketches fieldwork opportunities within your school's local area. Finding different ways of presenting information about our locality, which can be compared to the other localities studied at KS1 or KS2. *(Local Visit Sandringham Country Classroom)***The Fast Fashion Day** What is fast fashion, the impact on the environment and how we can combat it locally and globally.

Y 5/6 2025/26	**The Grand Canyon** Locate the Grand Canyon and identify its key features. How was the Grand Canyon formed? To know that there are different biomes and climate conditions at different altitudes within and around the Grand Canyon. To learn about the desert scrub biome and the animals and plants that live there. Tourism and its effect on the environment. Settlement and land use around the Grand Canyon - the Havasupai's way of life **Fair Trade Day** What is Fair trade? How can we support FT goods? How can we encourage our community to support FT goods?		**United Kingdom** Key features of the UK, its 4 countries and capital cities relate to population, rurality and life expectancy. The regions and counties of the UK. Cities in the UK with a focus on one city. The hills and mountains of the UK and how they were formed. Similarities and differences between beaches around the UK's coast(Hunstanton focus). Explore and identify rivers of the UK and look at their key features. **Fast Fashion Day** What is fast fashion, the impact on the environment and how we can combat it locally and globally.

Sequence of Disciplinary Knowledge **Key Threshold Concepts(Golden Threads) that run through our Curriculum Year R to Year 6**			
EYFS	**EYFS - Early Learning Goals At the end of their reception year, children are assessed against 17 early learning goals (ELGs). We use our knowledge and experience from working with each child to decide whether they have met the expected levels of development (expected) for each ELG or whether they are working towards the expected levels (emerging). For each child, this will result in a judgement of 'expected' or 'emerging' for each early learning goal.** **See subject specific EYFS and geography document.**		
	The most relevant statements for geography are taken from the following areas of learning: • **Understanding the World** • **Communication and Language**		
EYFS	**Locational and Place knowledge** **ELG: People, Culture and Communities**	**Human and Physical Geography** **ELG: The Natural World**	**Fieldwork/Techniques** **ELG: Listening, Attention and Understanding** **ELG: Speaking**
	Children at the expected level of development will: **- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;**	**Children at the expected level of development will:** **- Explore the natural world around them, making observations and drawing** **pictures of animals and plants;**	**Children at the expected level of development will:** **- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;** **- Make comments about what they have heard and ask questions to clarify their understanding;**

	- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; **- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps**	**- 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;** **- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**	**- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** **Children at the expected level of development will:** **- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;** **- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher**
	Locational and Place knowledge	**Human and Physical Geography**	**Fieldwork/Techniques**
Year 1	● Use maps and globes to locate the UK. ● Be able to identify the 4 countries and label the capital cities. ● Explain the purpose of a capital city. Study pictures/videos of a country and ask geographical questions ● Express own views about a place, people and environment. ● Draw and label pictures to show how places are different.	● Use basic geographical vocab to refer to key physical features ● including: beach, cliff, coast, sea, ocean, season, weather ● Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour · Ask questions about the weather and seasons. ● Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.	● Observe and record information about the school ● Taking photos of interesting things in the school grounds and explain what the photos show. ● Study aerial photographs of the school ● Look at a simple map of the school and identify the things they know and have seen. ● Make a simple map. ● Use simple compass directions (North, South, East and West) to describe the location of features on a map.

Year 2	• **Use maps and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing. • **Locate** the continents on a paper map. • **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, e.g. Africa and **ask geographical questions** • **Study** pictures of the local area in the past and in the present and **ask** questions	• **Use maps and globes**, **identify** the coldest places in the world –The North and South pole • **Make predictions** about where the hottest places in the world are • Children to **identify** the equator and **locate** the places on the Equator which are the hottest. • Be able to **verbalise and write about** similarities and differences between the features of two localities.	• **Observe and record information** about the local area • **Study aerial photographs** of the local area • **Undertake a traffic survey** of the local main road - **tally counting** • Look at a simple map of the local area and **identify** the things they know and have seen. • **Study maps** and **use simple compass directions** (North, South, East and West) and **locational and directional language** to • **describe** the routes on a map. • **Draw own maps** of the local area; use and **construct basic symbols in a key**.
Year 3	• **Identify topography** as well as **decide** which rivers they think are the largest. • **Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.** • **Critically study photographs** – do they think these were taken close to the Equator or further away. • Look at maps, pictures and other sources to **identify similarities and differences**. • **Identify** the different climate zones. • Suggest areas there may be biomes • Children to **ask questions** about global warming • Identify different places where food comes from	• **Locate places in the world** where volcanoes and earthquakes occur. • Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts. • **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption and earthquakes. • **Discuss** how volcanoes and earthquakes affect human life e.g. • settlements and spatial variation. · How humans use plants • Temperate climate zones- how it is used to produce food	• Study aerial photographs of volcanoes • Plot where earthquakes and volcanoes occur on a map • Plot and record data on a graph · **Present findings in different ways** e.g. reports, graphs, sketches, diagrams, pictures. • **Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.**
Year 4	• Use maps to locate countries of Europe. • Study maps to make assumptions about the different areas of Europe	• **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc)	• Begin to experiment with four figure grid references • Undertake surveys.

	• Use maps to locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. • Use maps to identify longitude and latitude. • Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Locate and label different countries/continents in the Northern and Southern hemisphere. • Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.	• **Ask and answer questions through own knowledge and self-conducted research** • **Study maps** of eg Anglo Saxon and Roman settlements**.** • **Draw conclusions** about the location of the settlements. • **Explain and present the process** of rivers.	• Choose effective recording and presentation methods e.g. tables to collect data. • Draw conclusions from the data. · Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river, locate and explain the features.
Year 5	• Confidently use maps, globes and Google Earth. • Use atlases/maps to describe and locate mountainous regions using 6 figure grid references. • Locate largest mountainous areas on a map and use geographical symbols e.g.contours to identify flattest and hilliest areas of the continent. • Study photos/pictures/maps to make comparisons between locations e.g. mountainous areas · Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.	• Study maps and pictures of the local area from a different period in history. • Compare and contrast photos and maps from today. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. · Study globes, atlases and maps to locate features inc equator, tropics, continents, latitude, longitude • Use grid references to locate features	• Take photographs to support findings • Classify buildings and natural features. • Present data in an appropriate way using keys to make data clear. Compare and evaluate usefulness of maps • Plan a route using a compass · Create a key using multiple symbols

Year 6	• Select the most appropriate map for different purposes • Study maps of North and South America to identify environmental regions. • Identify the major cities and consider how they differ to other regions in the country. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Reflect on the importance and value of the tourism industry in these areas. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.	• Compare maps and aerial photographs. • Make comparisons and reflect on the reasons for the differences. • Discuss the causes of global warming and research the implications. • Discuss and debate fair trade. • Reflect on the impact trade has on an area and generate ideas for cause and effect.	• Identify main economies in the immediate area. Compare with trade in the past. • Research and present information on Britain's export trade. • Collate the data collected and record it using data handling software to produce graphs and charts of the results. • Report on the effects of environmental change on themselves and others. • Look at maps on different scales and calculate scales on own maps.