

EYFS

Weather -What is the weather and how does it change? Driver- Water			
EYFS profile	Knowledge	Why this? Why now?	Vocabulary
<p>*To draw information from simple maps.</p> <p>*To recognise some similarities and differences between life in this country and life in other countries.</p> <p>*To explore the natural world around them.</p> <p>*To describe see, feel and hear whilst outside.</p> <p>*To recognise some environments that are different from the one in which they live.</p> <p>*To understand the effect of changing seasons on the natural world around them.</p>	<p>*To know that the weather in England differs to the weather in different countries.</p> <p>*To know what the weather is usually like in different seasons.</p> <p>*To know what we need to wear during different weathers.</p>	<p>Children will observe the weather and begin to explore how it can be different in other places. This early understanding will support their learning in Year 1, when they study the UK and other countries.</p>	<ul style="list-style-type: none"><li>- rain</li><li>- wind</li><li>- snow</li><li>- hail</li><li>- water</li><li>- ice</li><li>- sun</li><li>- warm</li><li>- cold</li></ul>
Transport - How you would travel to another country? Driver- Holidays			
<p>*To recognise some similarities and differences between life in this country and life in other countries.</p> <p>*To recognise some environments that are different from the one in which they live.</p> <p>*To draw information from a simple map.</p>	<p>*To identify ways in which they travel to different places (e.g. school, shops etc).</p> <p>*To know that buses and trains can you take you to different towns.</p> <p>*To know that we have to travel via plane or boat to get to another country.</p> <p>*To know that people buy tickets to travel on public transport.</p> <p>*To know that we need a passport to travel abroad.</p>	<p>Children will be given opportunities to explore different parts of South Lincolnshire, the UK, and the wider world.</p>	<ul style="list-style-type: none"><li>- land</li><li>- sea</li><li>- track</li><li>- air</li><li>- sail</li></ul>
Seaside-What would you see at the seaside? Driver- Plant Earth			
<p>*To explore the natural world around them.</p> <p>*To describe what they feel, hear and see whilst outside.</p> <p>*To recognise some environments that are different from the one in which they live.</p> <p>*To understand the effect of changing seasons on the natural world around them.</p>	<p>*To identify land and sea on a globe and map.</p> <p>*To know that the seaside can be a place to visit for a holiday or day out.</p> <p>*To know places in the countryside do not have a beach or sea.</p>	<p>Building on what pupils know about their local surroundings, this learning helps them explore wider places and ideas, preparing them for Year 1 work on the British Isles.</p>	<ul style="list-style-type: none"><li>- beach</li><li>- sea</li><li>- sand</li><li>- shells</li><li>- seashore</li><li>- waves</li><li>- promenade,</li><li>- rock pool</li><li>- tide</li></ul>

City and Coast - Would you rather visit a city or the coast—and why? Driver- Water			
KS1 NC Objectives	Knowledge	Why this? Why now?	Vocabulary
<b>Human and physical geography:</b>  *To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"><li>key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li></ul>	<ul style="list-style-type: none"><li>*To know where the major cities are located within the UK.</li><li>*To know what the coast is and what are the features of the coast.</li><li>*To know why people visit the coast and why people visit the city.</li><li>*To be able to express a preference in visiting either city or coast.</li></ul>	Children will need to understand the countries and cities of the UK to help them make sense of countries, cities and seas around the world.	<ul style="list-style-type: none"><li>Y1 – beach, cliff, coast, river, town, city, village</li><li>Y2 – local area, locality, key features, ocean, season</li></ul>
Kenya vs. England - How is life in Kenya different from life in England? Driver-Holidays			
<b>Place knowledge:</b>  *Understand geographical similarities 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.	<ul style="list-style-type: none"><li>*To able to compare and contrast the human and physical features of Kenya and England.</li><li>*To know the differences in climate between the two countries.</li><li>*To compare and contrast how people live in the two countries.</li><li>*To explain how people in England would visit Kenya and vice versa.</li></ul>	This unit will build on their existing map and atlas skills while deepening their understanding of global comparisons introduced in EYFS.	<ul style="list-style-type: none"><li>Y1 – similar, different, equator, hot, cold, far, near, distance, climate</li><li>Y2 – continent, Africa, Europe</li></ul>
British Isles -What and where are the British Isles? Driver- Plant Earth			
<b>Locational knowledge:</b>  *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.  <b>Geographical skills and fieldwork:</b>  *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 the location of features and routes on a map.	<ul style="list-style-type: none"><li>*To locate the British Isles on a map.</li><li>*To locate the continents and oceans.</li><li>*To understand how to use a globe.</li><li>*To know the countries within the British Isles.</li><li>*To know the capital cities within the British Isles.</li></ul>	This unit will help children develop basic atlas skills and begin exploring the wider geography of the United Kingdom	<ul style="list-style-type: none"><li>Y1 - country, capital city, continent, ocean, sea, British Isles, United Kingdom (UK), equator.</li><li>Y2 - England, Wales, Scotland, Northern Ireland, similarities</li></ul>

Lower KS2

Water Cycle – Where does water go after it rains? Driver- Water			
KS2 NC objectives	Knowledge	Why this? Why now?	Vocabulary
<b>Physical geography:</b>  *Including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	*To know why water is so important in the world.  *To know what types of water we find on the 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.	This unit links to prior learning about weather. To fully access the content on coastal erosion in Years 5 and 6, children should have a secure understanding of the water cycle and the role of seas	- Y3 – water cycle, evaporation, precipitation, condensation, solid, liquid, gas  - Y4 – transpiration, runoff, source
Europe - What's so great about the Mediterranean? Driver-Holidays			
<b>Place knowledge:</b>  *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	*To locate the Mediterranean on a map.  *To describe the key human features of the Mediterranean.  *To compare and contrast the Mediterranean and United Kingdom.  *To understand why people visit the Mediterranean.  *To debate the reasons for and against the Mediterranean being a popular place to visit.	Children could recognise that the Mediterranean's warm climate is a key reason why it's a popular holiday destination for British people, due to learning about weather previously. They will now explore its connections to North Africa and its role as a gateway to the wider world.	- Y3 – ordnance survey, grid reference, European, package holiday, tourism  - Y4 – environmental, region, language
Natural Disasters - What are natural disasters and how can they affect the people and places around them? Driver- Plant Earth			
<b>Physical geography:</b>  *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	*To know that there are disasters in the world that happen and are not preventable.  *To know there are different types of natural disaster (such as volcanoes, earthquakes and droughts.)  *To be able to map the locations of well-known natural disasters on a larger scale map.  *To know the effects a natural disaster can have on a town/country.	This builds on earlier learning about the natural world in EYFS and oceans and weather in KSI, by introducing how trade works and how natural disasters can affect it.	- Y3 – volcano, earthquake, physical feature, weather, season, mountains, locality  - Y4 – eruption, disaster, devastation, relief, tsunami

Upper KS2

Coastal Erosion – Should we fight coastal erosion—or let nature take its course? Driver- Water			
KS2 NC Objectives	Knowledge	Why this? Why now?	Vocabulary
<p><b>Geographical skills and fieldwork:</b></p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*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 and graphs, and digital technologies.</p> <p><b>Locational knowledge:</b></p> <p>*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.</p>	<p>*To be able to use maps to identify the seas and oceans around the UK/world.</p> <p>*To know why coasts erode.</p> <p>*To know how we can stop coasts eroding</p> <p>*To know the ethical implications of coasts eroding.</p> <p>*To know how Hunstanton has been affected by coastal erosion.</p>	<p>Builds on prior knowledge of rivers and coasts from Key Stage 1, and the water cycle explored in Lower Key Stage 2. Pupils develop an understanding of how coastal landscapes change over time, with direct links to Hunstanton.</p>	<ul style="list-style-type: none"> <li>- Y5 – erosion, cliff, abrasion, bank, basin, gorge</li> <li>- Y6 – hydraulic action, ravine, precipice</li> </ul>
North America - What’s so great about North America and what makes it unique? Driver-Holidays			
<p><b>Place knowledge:</b></p> <p>*Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>*To know the key locations in North America.</p> <p>*To know why someone would visit North America.</p> <p>*To know what is there to do surrounding human geography in North America.</p> <p>*To know what is there to do surrounding physical geography in North America.</p> <p>*To know how can tourism be more sustainable in North America.</p>	<p>This builds on children’s previous learning about Europe in Lower Key Stage 2, helping them develop a stronger sense of global geography. It also prepares them for the upcoming history topic on slavery by introducing the locations of North America and the Caribbean in context</p>	<ul style="list-style-type: none"> <li>- Y5 – tribes, settlement, indigenous</li> <li>- Y6 – physical, residential, generation</li> </ul>
Greenwich Meridien Line - How does the Greenwich Meridian Line help us understand the world’s geography and time zones? Driver- Plant Earth			
<p><b>Locational knowledge:</b></p> <p>*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).</p>	<p>*To know different countries are in different time zones</p> <p>*To know that some countries have more than one time zone.</p> <p>*To know where the Meridien Line runs.</p> <p>*To know what Longitude and Latitude is.</p> <p>*To know what the Hemispheres are and locate on a map.</p> <p>*To know where the Tropics of Cancer and Capricorn are.</p> <p>*To know where the Arctic and Antarctic Circle are.</p>	<p>We live close to an important global landmark that helps us understand how the world is measured. In this unit, we can deepen children’s understanding of key geographical features and how they connect to the wider world.</p>	<ul style="list-style-type: none"> <li>- Y5 – Europe, geographical, port, European Union, time zones</li> <li>- Y6 – latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Greenwich Meridian</li> </ul>

