Osmotherley CP Primary School
Geography Curriculum

" A high-quality geography education should inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments together, with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time."

Geography National Curriculum Purpose of Study 2014.

INTENT:

At Osmotherley Primary School we strive to provide a high-quality geography education, which engages, inspires and challenges pupils, equipping them with the knowledge and skills to develop a sense of place and to encourage a curiosity and fascination of the world around them. They will gain an understanding about the places, people and environments both natural and human by asking questions and finding answers. By exploring beyond the classroom, the children will engage with their local environment and begin to understand their impact on it with the choices they make.
Geography at Osmotherley will be taught by delivering the statutory requirements of the National Curriculum.
Reception children will explore Geography through the EYFS framework, looking closely at the Specific Area of Understanding the World.
There will be an emphasis on the 4 key areas of the Programmes of Study: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. Although they will be taught through a global enquiry, the learning of Geography will be subject specific particularly within Key Stage 2. As they reach the end of Year 6, we will ensure that the knowledge and skills they have learnt will prepare them for their next step in Year 7.
Throughout their time in Osmotherley School, they will develop and deepen their knowledge and understanding of the world and their place in it. They will explore different areas within the world and begin to understand the key physical and human characteristics with those areas. They will also explore how

decisions made globally can have an impact on a region of the world. As Geography is a subject with contestable knowledge, the curriculum will be reviewed regularly to ensure that the most recent findings and studies are being used. As a result it will be flexible and fluid depending on new research and findings in the geographical world.
There is a clear progression in the skills and knowledge taught throughout the school and deliberate practice allows children to improve fluency leading to mastery and an alteration to their long-term memory.
In our rural setting, the children gain a deep knowledge and understanding of the natural world around them and exploration of the local village and surrounding moorland provides opportunities for fieldwork. However, within this rural setting, we recognise that many of the children have limited opportunities to experience a large urban area and diverse communities. In Upper Key Stage 2 we provide an opportunity for a residential visit to Liverpool, to experience the culture and diversity of a large British city in the UK.

IMPLEMENTATION

Within EYFS, Geography will be taught within continuous provision, opportunities for exploration of interests will be made available. Questioning to help move the learning forward will be encouraged and the children will be exposed to geographical vocabulary. They will explore the school environment, talk about where they live and find out about other places in the world through stories, books and maps.
In Key Stage One Geography will be blocked over 4 -5 weeks every term and then deliberate practice of knowledge and skills will be through activities within Provision .
In Key Stage Two, Geography will be taught for an hour every week. Within both Key Stages, prior learning tasks will be set at the beginning of each unit of learning, to establish what has been remembered from previous learning. The unit will then be taught in small steps to ensure a sequenced, consistent approach to the new knowledge is being taught.

IMPACT

At the end of the unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.
Monitoring of geography is conducted by the subject leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

GEOGRAPHY CURRICULUM: PROGRESSION THROUGH 4 COMPONENTS OF THE NATIONAL CURRICULUM

	Early Years **Reception** **Expected**	**Key Stage 1** **Years 1 and 2** **Expected**	**Lower Key Stage 2** **Years 3 and 4** **Expected**	**Upper Key Stage 2** **Years 5 and 6** **Expected**
LOCATIONAL KNOWLEDGE **World:**	**Look** at other countries using stories and books Key Vocab: country, hot, cold, place,	**Know** and **Locate** the 7 Continents and 5 oceans in the world. Key Vocab: continent, ocean Africa, Asia, North America, South America, Europe, Antarctica, Australia Pacific, Atlantic, Arctic, Indian, Southern	**Know the position and significance of** the Equator, Northern and Southern Hemispheres: Key Vocab: Equator, hemisphere, **Know and locate** countries in Europe including Russia on a world map and those of North and South America.	**Know position and significance of** Tropics of Cancer and Capricorn, Lines of latitude and longitude Arctic/Antarctic circle Prime Meridian and time zones. Key Vocab: tropics, latitude, longitude, Prime Meridian, time zones equator, degrees **Know and Locate** major cities in Europe, North and South America and know key environmental, physical and human characteristics of the countries.

U.K.	**Know** that they live in England.	**Name, locate and identify** the 4 countries of the UK and their capital cities and the surrounding seas. Key Vocab: England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, English Channel, Irish Sea, Atlantic Ocean.	**Name, locate and identify** some major cities in the UK. **Name** and **locate** counties within England and **know** they live in North Yorkshire. Key vocab city, county,	**Name** and **identify key features** (e.g. rivers, hills, coast) of the geographical regions of the U.K. and look at changes over time. Key vocab regions, coastal, rural, urban, landscape
Place Knowledge **LOCAL:**	**Talk** about the school environment using some human/physical geographical words Key vocab: natural, manmade, tree, building, hills, playground	**Know** that they go to school in Osmotherley. **Name and identify** key features of Osmotherley and the surrounding area. Key vocab: physical, human, village, hills, rivers, farmland, school, church, landscape	**Know** that Osmotherley is in the North York Moors. **Know and identify** the topological features of the local area such as moorland, hills, reservoir. Key vocab: topography, moorland, reservoir, vegetation, tourist, beck,	**Know, identify and describe** how the local landscape has changed over time **Understand** how humans have impacted the local environment and topography (farming, tourism, land management). Key vocab:
U.K.	**Talk** about the similarities and differences between Osmotherley and Northallerton	**Identify and compare** the similarities and differences between Osmotherley and London	**Describe and compare** the human and physical geography between the North York Moors and Liverpool.	**Understand, describe and compare** the landuse and its effects on the physical environment in the North York Moors and Liverpool.

WORLD		**COMPARE UK AND NON-EUROPEAN CONTRASTING COUNTRY.** (North Yorkshire and Rio de Janerio) Able to **identify and compare** human and physical features and identify any similarities and differences between the 2 places. Key vocab: physical , human, natural, manmade, rainforest, humid, city, village, settlement, climate	**COMPARE REGION OF UK WITH REGION OF EUROPEAN COUNTRY AND REGION WITHIN NORTH AMERICA/SOUTH AMERICA** (Alps, Alaska Peninsula, Amazon Basin) Able to **describe and compare** human and physical geography and describe the similarities and differences between the regions. Key Vocab: physical, human,landscape,urban, settlement.	**COMPARE REGION OF UK WITH REGION OF EUROPEAN COUNTRY AND REGION WITHIN NORTH AMERICA** (Alps, Alaska and Aleutian Islands, Amazon Basin) Able to **understand, describe and compare** the similarities and differences of the human and physical geography within the 3 regions. Key Vocab: physical, human, economic, natural resources,
Human and Physical Geography **Weather/Climate** **Physical Geography**	**Know and talk about** that there is hot and cold weather. Key vocab: hot, cold, sunny, raining, cloudy, snowy. **Use** basic physical geography terms such as	**Know and identify** where the hot and cold places are in the world relating to the Equator and Poles **To know** what the weather is like in the UK. Key vocab: Arctic, Antarctic, cold, snow, iceberg	**Know, identify and describe** polar, temperate and tropical climate zones Key Vocab: landscape, glacier	**Know, describe and understand** the climate of the world's biomes tundra, forest, grasslands and deserts. Key Vocab: topography, precipitation

Human Geography	trees, flowers, hill, river sun, cloud, rain **Use** basic human geography terms such as hobbies, jobs, religion, community, family	Equator, hot, dry, desert, tropical. **Know and identify** basic physical geographical vocabulary including beach, cliff, coast, forest, hill mountain, sea, ocean, river, soil, season **Know and identify** basic human geographical vocabulary including city, town, village, factory, farm, house, office, port, harbour, shop.	**Know and describe** key aspects of physical geography within climate zones, volcanoes, earthquakes, mountains and water cycle and river features. Key Vocab: evaporation, condensation, precipitation, source, meander, mouth, estuary, lava, cone, eruption, Ring of Fire, active, dormant, extinct, epicentre, fault line, aftershock,range, ridge, summit, **Know, describe and understand** key aspects of human geography including types of settlement, land use and services. settlement, agriculture, urban, land use, services	**Know, describe and understand** key aspects of physical geography within biomes, volcanic physical processes, river processes, earthquakes and mountains Key vocab: transportation, deposition, erosion, magma chamber, tectonic plates, effusive eruption, explosive eruption, pyroclastic flow, epicentre, richter scale, fault line, aftershock, ridge, valley, **Know, describe and understand** key aspects of human geography including transport and trade links and distribution of natural resources. natural resources, trade, links, transportation
Geographical Skills and Fieldwork. **Mapwork**		**Identify** countries of the UK, Continents and Oceans, S. America, Brazil using world maps, atlases and globes	**Identify and locate** countries, cities, counties of the UK, N/S American and European countries using world maps, digital mapping atlases and globes.	**Identify and locate** key features within the UK, USA and Europe using digital mapping, world maps, OS maps and atlases.

		Look and talk about OS maps, digital mapping of the local area and identify key features	**Use and understand** OS maps of the local area, use grid references, symbols and begin to look at topography using contour lines.	**Describe and explain** the topography of the local area using OS maps, focusing on contour lines, spot heights, grid references and symbols.
	Make Messy maps of school grounds.	**Draw simple sketch maps** of real or imaginary places beginning to use a simple key Make 3D maps of the school grounds Make sketch maps of routes to school.	**Draw sketch maps** of places studied using a standardised key and symbols.	**Draw sketch maps** of places studied using a standardised key and symbols and begin to draw to scale and using contour lines.
		ONGOING THROUGHOUT	ALL THE TOPICS	IN ALL YEARS. Vocab: standardised key contour lines, topographic mapping, spot heights
Position and Direction	**Use** positional language to describe where something is e.g. behind, on top of, next to.	**Know the points on a 4 point compass** (North, South, East, West) and describe locations on a map using compass points, left and right. Key Vocab compass, left, right, North, South, East, West	**Know and use the points on an 8 point compass.** **Introduce** OS maps, symbols and keys and use a 4 figure grid reference to locate places and routes on a map. Key Vocab: North East, South East, North West, South West, Northings, Eastings.	**Consolidate and use the points on an 8 point compass. Use** OS maps, symbols and use a 6 figure grid reference to locate places and routes.

Fieldwork	**Explore** the school grounds and **describe** what they see. Go on a sensory walk, what can they find, think about natural and manmade objects Take photographs and draw pictures. What is their favourite part of the school grounds?	**Explore** the school grounds and local area and **identify** key geographical features and begin to ask questions and collect simple data. Questions: What do I like best about the school? What could be improved Annotate sketch maps, make videos/ recordings of things that they see? Local area: What jobs are there? Use of buildings in the village.	**Explore** the local area and **describe** key geographical features, answer a geographical question and record observations in a variety of ways. Look at land use and building use within the village and moorland beyond. Key question Why do people visit Osmotherley and how do they affect the local area? Look at maps of area Find out why people come Photographs of key areas people visit Find out what leisure activities they do.	**Explore** the local area and **describe and understand** key geographical features. Construct a geographical enquiry with hypothesis and use a range of data to present findings. Look at land use with local area, environmental impact eg flooding, farming, tourism Hypothesis: Parking in Osmotherley is a problem A car park in the village would help improve the area. Look at maps of area, interview friends and family for opinion take photos of proposed area analysis of data Key vocab: hypothesis, findings, conclusion

IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS
IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

Osmotherley Primary School: Four Year Overview.

Locational Knowledge Place Knowledge Weather and Climate Physical Human

	Autumn Term	**Spring Term**	**Summer Term**
ENQUIRY CYCLE 1	IDENTITY AND DIVERSITY Who do you think you are?	HUMAN RIGHTS AND SOCIAL JUSTICE Can one person make a difference?	SUSTAINABLE DEVELOPMENT What on Earth is going on?
Reception	Where we live and where we go to school. Exploring Osmotherley and the school grounds looking for manmade and natural things. Use vocab, near, far, on top, behind, next to		What's out in the world and how is it different to where we live? Exploring hot and cold places through stories, pictures, books and maps.
Key Stage One Years 1 and 2 **Year A**	**Place: Osmotherley.** Where is Osmotherley? School grounds, village What's the weather like Physical and Human features	**Skills: The Weather** What is weather? What is the weather like here? Seasonal weather in UK (linked to Science)	**Place: Hot and cold places** Continents and Oceans Poles and Equator How are we connected to the world Investigating hot and cold

	Drawing simple maps Explore school grounds/village.	Looking at weather patterns in the UK	places- weather What lives and grows there Comparing Locating places on a world map
Lower Key Stage Two **Years 3 and 4** **Year A**	**Place: Osmotherley and surrounding areas.** Where is Osmotherley? Using OS maps (4 grid ref) Settlement- village/ North York Moors Difference between weather and climate, temperate climate Topography of local area, physical features Human: who lives in Osmotherley? Jobs/tourism Introduce OS maps/4 grid refs Draw map with standardised key Fieldwork: Sheepwash topography/tourism in moors and village.	**Place: Merseyside** Counties of England: North Yorkshire Cities of England North Yorkshire comparison with Merseyside What is the weather like in Liverpool, comparison to Osmotherley Rivers: focus River Mersey A river's journey, key features of a river. Water cycle Human: Why was Liverpool built where it is? Key features of area. Tourism Locating counties of England on a UK map, identifying cities. Fieldwork: features of river (local river).	**Place: Alaska, USA** Northern and Southern hemispheres Arctic/Antarctic Countries of North America Alaska in Arctic circle on continent of North America Difference between polar and temperate climates. Why is it cold in Arctic. Physical features of polar climate, what lives and grows there and why Human: Who lives in Alaska? Key settlements What jobs are there? Do people visit? World Maps knowing where places are on a world map, looking at them in relation to hemisphere distance from Equator.
Upper Key Stage Two **Years 5 and 6**	**Place: Osmotherley and surrounding areas.** Where is Osmotherley in relation to key places	**Place: Merseyside** Geographical regions of England: Comparing land use of North	**Place: Alaska USA** Longitude/latitude Equator,, Prime Meridian, Arctic/Antarctic circle

Year A	locally? How land use has changed within the village and surrounding area, Relief of local area Impact of human activity on physical landscape (Fieldwork study: Tourism has a negative impact on Osmotherley and its surrounding area. Local study: traffic survey, businesses in the village, businesses on the moors, locals. Draw a map of the local area introducing a simple scale OS mapping using 6 fig grid ref	Yorkshire and Merseyside Rivers: River Mersey, river process, flooding, impact on local areas/solutions. Trade and industry: Port of Liverpool. Locating regions of England, mapping Merseyside	Major cities of North America Comparing Arctic/UK Biomes: Arctic Tundra Changes to physical landscape in Arctic within NA How human activity is affecting the physical landscape in Alaska: industry/settlement/indigeneous people. Locating places in the world using longitude/latitude co-ordinates.

	Autumn Term	**Spring Term**	**Summer Term**
ENQUIRY CYCLE 2	POWER AND GOVERNANCE What makes us powerful?	PEACE AND CONFLICT Can kindness change the world?	INTERDEPENDENCE AND GLOBALISATION Why do we explore?
Reception	Where we live and where we go to school. Exploring Osmotherley and the school grounds looking		What's out in the world and how is it different to where we live? Exploring hot and cold places through stories,

	for manmade and natural things. Use vocab, near, far, on top, behind, next to		pictures, books and maps.
Key Stage One **Years 1 and 2** **Year B**	**PLACE: London** UK: Countries, capitals, surrounding seas of the UK. Where we live, comparing local area and London. What is the weather like in UK (weather patterns) Physical features: River Thames Human: what makes London a city?	**Skills: Mapping** School/Local/UK Devising a simple map of school using a key Using simple compass directions, planning a route round school/local area/for bee bots Revisit the UK using an atlas to find places Using aerial places to identify physical and human features.	**PLACE: Brazil** Continents and Oceans, Equator. Where is Brazil, how would we get there. Comparing to UK What is the weather like near the Equator Physical: Why do rainforests grow here? What lives and grows there - Amazon Human: Rio de Janerio, why do people visit here? beach/city similarities/differences.
Lower Key Stage Two **Years 3 and 4** **Year B**	**Place: The Alps** Countries of Europe Which countries of Europe do Alps span, types of settlement Alpine/Temperate climate Features of mountains Human activity on Alps - tourism summer/winter Locating European countries on map	**Place: Iceland** Countries of Europe Where in the world are volcanoes? Volcanoes: how they are formed.types/ key features of volcanoes: What happens in an eruption Structure of Earth, Tectonic plates, How a volcanic eruption can affect us (Eyjafjallajokull	**Place: The Amazon Basin** North/South Hemispheres, Equator, Poles Countries of South America Places close to Equator, comparisons Tropical climate Rivers: Amazon river, its journey, features. Rainforest: Key characteristics of area, how do they affect us and what impact does our lives

		2010)	have on the area.
Upper Key Stage Two **Years 5 and 6 Year B**	**Place: The Alps** Major cities within Europe Comparing features between places. Alpine Tundra How mountains are formed. Types: focus on how Alps were formed. Human impact in region Is skiing having a detrimental affect on area? Impact of tourism.	**Place California** Major cities in the USA, location of California Countries on Pacific Rim Physical landscape and industries within state of California. Climate and biomes The San Andreas fault/processes of Earthquakes San Francisco earthquake	**Place: The Amazon Basin** Longitude/latitude/ Prime Meridian, Equator, Tropics of Capricorn and Cancer. Major cities in South America. Rainforest biome Rivers: processes Rainforests How are human needs affecting the biome? Consequences: Impact on indigenous people in area.

	Autumn Term	**Spring Term**	**Summer Term**
ENQUIRY CYCLE 3	IDENTITY AND DIVERSITY Where do we come from?	HUMAN RIGHTS AND SOCIAL JUSTICE Are we all equal?	SUSTAINABLE DEVELOPMENT Who rules the waves?
Reception	Where we live and where we go to school. Exploring Osmotherley and the school grounds looking for manmade and natural things. Use vocab, near, far, on top, behind, next to		What's out in the world and how is it different to where we live? Exploring hot and cold places through stories, pictures, books and maps.
Key Stage One	**Place: Osmotherley.**	**Skills: The Weather**	**Place: Hot and cold places**

Years 1 and 2 **Year A**	Where is Osmotherley? School grounds, village What's the weather like Physical and Human features Drawing simple maps Explore school grounds/village.	What is weather? What is the weather like here? Seasonal weather in UK (linked to Science) Looking at weather patterns in the UK	Continents and Oceans Poles and Equator How are we connected to the world Investigating hot and cold places- weather What lives and grows there Comparing Locating places on a world map
Lower Key Stage Two **Years 3 and 4** **Year C**	**Place: Osmotherley and surrounding areas.** Where is Osmotherley? Using OS maps (4 grid ref) Settlement- village/ North York Moors Difference between weather and climate, temperate climate Topography of local area, physical features Human: who lives in Osmotherley? Jobs/tourism Introduce OS maps/4 grid refs Draw map with standardised key Fieldwork: How do we use the local environment to help us? (Farmland, forestry, tourism etc).	**Place: Merseyside** Counties of England: North Yorkshire Cities of England North Yorkshire comparison with Merseyside What is the weather like in Liverpool, comparison to Osmotherley Rivers: focus River Mersey A river's journey, key features of a river. Water cycle Human: Why was Liverpool built where it is? Key features of area. Tourism Locating counties of England on a UK map, identifying cities. Fieldwork: features of river (local river).	**Place: Northern Canada** Northern and Southern hemispheres Arctic/Antarctic Countries of North America Places in Arctic circle on continent of North America Difference between polar and temperate climates. Why is it cold in Arctic. Physical features of polar climate, what lives and grows there and why Human: Who lives there ? Key settlements What jobs are there? Do people visit? World Maps knowing where places are on a world map, looking at them in relation to hemisphere distance from Equator.

Upper Key Stage Two **Years 5 and 6** **Year C**	**Place: Osmotherley and surrounding areas.** Where is Osmotherley in relation to key places locally? How land use has changed within the village and surrounding area, Relief of local area Impact of human activity on physical landscape (Fieldwork study: Tourism has a negative impact on Osmotherley and its surrounding area. Local study: traffic survey, businesses in the village, businesses on the moors, locals. Draw a map of the local area introducing a simple scale OS mapping using 6 fig grid ref	**Place: Merseyside** Geographical regions of England: Comparing land use of North Yorkshire and Merseyside Rivers: River Mersey, river process, flooding, impact on local areas/solutions. Trade and industry: Port of Liverpool. Locating regions of England, mapping Merseyside	**Place: Northern Canada** Longitude/latitude Equator,, Prime Meridian, Arctic/Antarctic circle Major cities of North America Comparing Arctic/UK Biomes: Arctic Tundra Changes to physical landscape in Arctic within NA How human activity is affecting the physical landscape in Northern Canada industry/settlement/indigeneous people. Locating places in the world using longitude/latitude co-ordinates.

	Autumn Term	**Spring Term**	**Summer Term**
ENQUIRY CYCLE 4	POWER AND GOVERNANCE	PEACE AND CONFLICT What should we fight for?	INTERDEPENDENCE AND GLOBALISATION

	Are we civilised		Is everything connected?
Reception	Where we live and where we go to school. Exploring Osmotherley and the school grounds looking for manmade and natural things. Use vocab, near, far, on top, behind, next to		What's out in the world and how is it different to where we live? Exploring hot and cold places through stories, pictures, books and maps.
Key Stage One **Years 1 and 2** **Year B**	**PLACE: London** UK: Countries, capitals, surrounding seas of the UK. Where we live, comparing local area and London. What is the weather like in UK (weather patterns) Physical features: River Thames Human: what makes London a city?	**Skills: Mapping** School/Local/UK Devising a simple map of school using a key Using simple compass directions, planning a route round school/local area Revisit the UK using an atlas to find places Using aerial places to identify physical and human features.	**PLACE: Brazil** Continents and Oceans, Equator. Where is Brazil, how would we get there. Comparing to UK What is the weather like near the Equator Physical: Why do rainforests grow here? What lives and grows there - Amazon Human: Rio de Janerio, why do people visit here? beach/city similarities/differences.
Lower Key Stage Two **Years 3 and 4** **Year D**	**Place: The Alps** Countries of Europe Which countries of Europe do Alps span, types of settlement Alpine/Temperate climate	**Place: Iceland** Countries of Europe Where in the world are volcanoes? Volcanoes: how they are formed.types/ key features of	**Place: The Amazon Basin** North/South Hemispheres, Equator, Poles Countries of South America Places close to Equator, comparisons

	Features of mountains Human activity on Alps - tourism summer/winter Locating European countries on map	volcanoes: What happens in an eruption Structure of Earth, Tectonic plates, How a volcanic eruption can affect us (Eyjafjallajokull 2010)	Tropical climate Rivers: Amazon river, its journey, features. Rainforest: Key characteristics of area, how do they affect us and what impact does our lives have on the area.
Upper Key Stage Two **Years 5 and 6** **Year D**	**Place: The Alps** Major cities within Europe Comparing features between places. Alpine Tundra How mountains are formed. Types: focus on how Alps were formed. Human impact in region Is skiing having a detrimental affect on area? Impact of tourism.	**Place California** Major cities in the USA, location of California Countries on Pacific Rim Physical landscape and industries within state of California. Climate and biomes The San Andreas fault/processes of Earthquakes San Francisco earthquake	**Place: The Amazon Basin** Longitude/latitude/ Prime Meridian, Equator, Tropics of Capricorn and Cancer. Major cities in South America. Rainforest biome Rivers: processes Rainforests How are human needs affecting the biome? Consequences: Impact on indigenous people in area.

Learning Journey: Key Stage One Summer A
Investigating hot and cold places in the world.

Small Steps	**Lesson Sequence**
Prior Learning:	**Where do we live?** What places do we already know in the world? (Year 2 Can you remember any names of

	the continents and oceans).
Step 1:	**To name and locate the seven continents and five oceans of the world**: Look at a globe, where are we.
Step 2:	**How are we connected to the world?** Places we have visited, where are they, how did we get there (transport). Find the places on a map. (map skills).
Step 3:	**How does the world come to us?** Where does our stuff come from? (Trade and transport). Look at items in the classroom and food, how far has it travelled? Where in the world (map skills)
Step 4:	**Investigating cold places in the world.** Where are they? Why are they cold? What is the weather like? How does it compare to Osmotherley? What lives there? What does it look like?
Step 5:	**Investigating hot places in the world.**Where are they? Why are they hot? What is the weather like? How does it compare to Osmotherley? What lives there? What does it look like? How do they compare to cold places?
End point (what should they know).	**To name and locate the continents and oceans of the world.** **To name and locate the North and South Poles and know that this where the cold places are.** **To name and locate the Equator and to know this is an imaginary line and where the hot places are.**

Learning Journey: Years 3 and 4 Summer A
The world: What on Earth is going on? The Arctic.

Small Steps	**Lesson Sequence**
Prior Learning:	**Recap: KS1: name and locate the seven continents and five oceans, locate the North/South Poles and the Equator.** What can be remembered from Key Stage One.
Step 1:	Revisit the locations and names of the continents and oceans (Key stage 1 gap identified). Locate and introduce the North and South hemispheres.

Step 2:	**From cold to freezing:** What is it like to be really cold? Where might the cold places be located? Why? Starting with school grounds identify the cold places (compass points/map skills). Think of the reasons why.
Step 3:	**From pole to pole:** Where are the North and South Poles (recap from Key stage 1) Introduce term polar regions: climate and weather: Distance from Equator, key features of a polar climate (comparison to temperate climate)
Step 4:	**Going North:** Introduce the Arctic circle where is it, which continents and countries are in Arctic circle: Focus on North America. Which countries are in North America. (midnight sun, climate, physical and human features.
Step 5:	**Living in the Arctic:** What is it like to live there? What jobs do people do there? Case study: Alaska.
End point (what should they know).	**Locate the Northern and Southern hemispheres** **Know the key features of a polar climate** **Name the countries of North America** **Know some industries in the Arctic Circle.**

Learning Journey: Years 5 and 6 Summer A
The world: What on Earth is going on? The Arctic.

Small Steps	**Lesson Sequence**
Prior Learning:	**Recap: KS1: name and locate the seven continents and five oceans, locate the North/South Poles and the Equator. North and South Hemispheres** What can be remembered from Key Stage One.
Step 1:	Revisit the locations and names of the continents and oceans (Key stage 1 gap identified). Introduce Longitude and Latitude and importance of Equator and Prime Meridian.
Step 2:	Finding locations in the world using longitude and latitude co-ordinates, knowing that latitude is how far north or south from the Equator 0 degrees and longitude is how far east and west from Prime Meridian 0 degrees.

Step 3:	Recap Climate Zones, how far from the Equator, distance from stronger sun rays. Further the latitude North/South cooler the air. Locate Arctic and Antarctic circle's latitude and know North and South poles are at 90 degrees.
Step 4:	Introduce term biomes: similar climate, landscape, animals. Focus on Arctic Tundra biome, key features of this biome, how animals adapted to survive here.
Step 5:	Focus: Alaska: How is the biome changing? Impact of human activity/global warming.
End point (what should they know).	**Know what longitude and latitude are** **Describe what a biome is** **Name some key features of an Arctic Tundra biome** **Know how the Arctic is changing through human actions.**

Small Steps	**Lesson Sequence**
Prior Learning:	Where do we live? Where do we go to school?
Step 1:	Where is Osmotherley? Exploring maps and aerial photographs to identify where Osmotherley is and what it looks like, what is there. Introduce the country of England.
Step 2:	What is the weather like here? What is weather? Weekly weather watch, make a rain gauge, make a weather forecast, check weather daily, does it change? Stay the same?
Step 3:	Introducing the United Kingdom: Find out the names of the countries, capital cities and surrounding seas, mark on a map,

	where are we on a map of the UK?
Step 4:	Welcome to London, what makes it a city? Explore the city of London, what is there, transport, where is it, what is a capital city?
Step 5:	Let's compare: Comparing London and Osmotherley: Village/city similarities/differences.
End point (what should they know).	**Name, locate and identify** the 4 countries of the UK and their capital cities and the surrounding seas. **Know** that Osmotherley is a village and London is a city and talk about similarities and differences. **Name** some weather that we get in the UK.

Learning Journey: Years 3 and 4 Autumn B

Enquiry Cycle: What Makes us Powerful
Focus: Physical Geography: Mountains.

Small Steps	**Lesson Sequence**
Prior Learning:	What are physical features in Geography? Can you name some?
Step 1:	What is a mountain? What do we already think we know? Where are they located? Features of mountains.
Step 2:	Mountains of the UK: Deliberate recall of UK. Introducing OS maps/compass points/4 fig grid reference/symbols

Step 3:	Mountains around the world: recall of world, hemispheres, using world maps to locate mountain ranges
Step 4:	The making of mountains: How are mountains formed. Focus on fold mountains.
End point (what should they know).	**The main features of a mountain** **Name some mountains in the UK** **Name some world mountain ranges** **Know how fold mountains are formed.**

Learning Journey: Years 3 and 4 Autumn B

Enquiry Cycle: What Makes us Powerful
Focus: Europe: The Alps

Small Steps	**Lesson Sequence**
Prior Learning:	Naming the continents, locating Europe on a world map
Step 1:	The countries of Europe: Naming and locating countries of Europe on a map using an Atlas
Step 2:	Where in the world is Europe? Hemisphere/ Y3 introduce Climate Zones, Y4 deepen knowledge, Temperate/Mediterrean zones show on map of Europe, key features.
Step 3:	Introduce the Alps, Which countries does the Alps span, mark on map. Recap on mountains/fold mountains: Key features of the Alps (Physical and Human features)

Step 4:	Human Activity in the Alps: Tourism, livelihoods, who lives there and why? Who visits there and why? Case Study: Morzine in France.
End point (what should they know).	**Name and label some countries in Europe** **Know Europe is Northern Hemisphere and know Northern Europe has temperate climate, Southern Europe has a Mediterranean climate.** **Locate the Alps** **Know what human activity happens in the Alps.**

Learning Journey: Years 5 and 6 Autumn B

Enquiry Cycle: What Makes us Powerful
Focus: Physical Geography: Mountains.

Small Steps	**Lesson Sequence**
Prior Learning:	What are physical features in Geography? Can you name some?
Step 1: **LKS2 knowledge not yet learnt.**	What is a mountain? What do we already think we know? Where are they located? Features of mountains.
Step 2: **LKS2 knowledge not yet learnt.**	Mountains of the UK: Deliberate recall of UK. Introducing OS maps/compass points/4 fig grid reference/symbols introducing 6 grid ref to Y6.
Step 3:	Mountains around the world: recall of world, hemispheres, using world maps to locate mountain ranges. Y5 introducing long/lat,

	Y6 extending knowledge of long/lat. Using long/lat to locate famous mountains.
Step 4:	The making of mountains: How are mountains formed. Looking at the different types of mountains (fold,block,dome, volcanic)
End point (what should they know).	**The main features of a mountain** **Name some mountains in the UK** **Name some world mountain ranges** **Know how mountains are formed and name the different types.**

Learning Journey: Years 5 and 6 Autumn B

Enquiry Cycle: What Makes us Powerful
Focus: Europe: The Alps

Small Steps	**Lesson Sequence**
Prior Learning:	Naming the continents, locating Europe on a world map
Step 1: **LKS2 knowledge not yet learnt**	The countries of Europe: Naming and locating countries of Europe on a map using an Atlas, locate Paris, Berlin, Amsterdam, Moscow, Madrid, Rome on a map
Step 2:	Where in the world is Europe? Revisit Climate zones, long/lat to locate key places. Comparing places.
Step 3: **LKS2 knowledge not yet learnt**	Introduce the Alps, Which countries does the Alps span, mark on map. Recap on mountains/fold mountains: Key features of the Alps (Physical and Human features)

Step 4:	Human Activity in the Alps: Case Study: Morzine, France. Question: Does skiing have a positive or negative effect on the area? (Tourism, environment) and how is Climate Change beginning to affect this?
End point (what should they know).	**Name and label some countries/cities in Europe** **What is longitude? What is latitude?** **Locate the Alps** **Name key industries in the French Alps.**