

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Journeys Exploring	Toys What is a map?	Superheroes Environment and Maps	Land and sea Coast and Inland	Growing Natural Environment	Animals Similarities and Differences
Mathematics – Numerical Patterns					
Learning Experiences: Focus on matching – card games, building matching towers, matching pairs of socks.	Pupils learn: <ul style="list-style-type: none">To describe using positional language such as under, above, beside and in between for routes and locations.			Substantive Threads: Place and Scale/ Travel and Connectivity (Geography)	
The World – The Natural World					
Learning Experiences: Small world figures from different cultures Puppets and role play resources Toys to sort – natural and manmade Programming and debugging the beebot (links to Computing) Create seasonal pictures with a focus on Autumn.	Pupils learn: <ul style="list-style-type: none">To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.What a map is and compare the different types of maps there are and that we live in the United Kingdom.To make links between countries that we are learning about and where they are on a map (Christmas around the world)To recognise toys which are made from the natural world and those that have been made in a factory.That toys can be programmed to complete commands such as a beebot on a map.That there are 4 seasons in the year. These are Autumn, Winter, Spring and Summer and the weather varies in each.			Substantive Threads: Sacred Books and Places (RE) Climate and Weather (Geography) The Natural World (Science)	
Understanding the World – The Natural World					
PREREQUISITES Development Matters <ul style="list-style-type: none">To name different types of weather.Temperature of weather can be hot, cold, mild and in the Winter it is cold and in the Summer it is hot.Uses senses to explore and show curiosity about how things work.Explore and respond to different natural phenomena in their setting and on trips.					

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The United Kingdom		Dover and Rio de Janeiro (Rio)			
<p>Necessary context for learning:</p> <p>When studying world maps and globes...</p> <p>When visiting Dover Castle...</p> <p>When comparing the climate and features of Dover and Rio de Janeiro...</p>		<p>...pupils learn:</p> <ul style="list-style-type: none">• That Geographers study how people are connected with their environment through human and physical features.• That the climate of a place is affected by its position on the globe. That Dover has a colder climate and Rio has a hotter climate as it is closer to the equator. The equator is an imaginary line around the middle of the planet.• That a port is next to the sea or ocean and is where boats can come and go, and that a port is important for trade and travel.• That Dover is a coastal town in England that has a port.• That Dover faces the English Channel which is the busiest shipping area in the world.• That the White Cliffs of Dover are a well-known feature of the English coastline.• That Dover has a famous castle which is visited by tourists.• That Rio de Janeiro is a coastal city in Brazil that has a port.• That Rio de Janeiro is surrounded by mountains, forests and the Atlantic Ocean.• That tourists visit Rio de Janeiro for its beaches, its festival and a large statue called Christ the Redeemer.			
<p>PREREQUISITES</p> <ul style="list-style-type: none">• Understanding that islands are surrounded by the sea.• Clear understanding of definitions of mountain, forest, beach.• That the word is split into countries and continents.					
<p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none">• The climate of Dover/Rio is...because...• The physical features of Dover/Rio are...• A human feature is...• Dover and Rio are the same/different because...					

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Continents and Oceans		Weather		Maps	
<p>Necessary context for learning:</p> <p>When identifying the UK on a map or atlas...</p> <p>When comparing and contrasting the four seasons...</p> <p>When recording and measuring the weather at Sandgate Primary...</p>		<p>...pupils learn:</p> <ul style="list-style-type: none">To use world maps to identify specific countries when appropriate, using knowledge of which continent/hemisphere the country is in.That the UK is in the northern hemisphere.The four seasons are spring, summer, autumn and winter, and the characteristics of each in relation to the UK. (Extend pupils by explaining that weather during each season is different in other places in the world e.g. Australia, and that some places (Serengeti) only have two seasons.)That weather and seasons are affected by a country's position in the world. The weather in the United Kingdom is influenced by the Atlantic Ocean.That spring often has mild temperatures and can have heavy rainfall.That in summer, temperatures are warmer and rainfall is less frequent.That in autumn, temperatures are cooler leading to winter, where temperatures are often at their lowest, and it may snow.That Geographers collect information and data to study weather and climate.That a rain gauge measures how much rain has fallen, a wind vane shows which way the wind is blowing and a thermometer measures the temperature.To know that weather forecasts help people to prepare for different kinds of weather.			
<p>PREREQUISITES</p> <ul style="list-style-type: none">Understanding that there are four distinct weather periods throughout the year.Understanding that the world is split into continents and countries.That weather can be predicted using forecasts.					
<p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none">The weather in the UK is...because...The weather in Spring/Summer/Autumn/Winter is...The weather station tells us that...We can use this information to show...This weather symbol means...					

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Settlements		Regions in the UK		The Amazon	
Necessary context for learning: When using a map of the UK... When studying East Anglia... When studying the North West... When studying the South East...	...pupils learn: <ul style="list-style-type: none">To locate some of the counties of the UK.That England, Scotland, Northern Ireland and Wales are divided into counties, which are responsible for urban planning, roads and traffic, firefighting, refuse disposal, education and libraries.To name and locate East Anglia, the North West and South East of England.That Geographers use maps and carry out research to compare and contrast the human and physical geography of different locations.That East Anglia is UK’s most important area for commercial arable farming<ul style="list-style-type: none">How its low-lying land, fertile soils and warm climate are ideal for crops.That tourism, e.g. holiday homes and camping – are important to the region.That East Anglia has a low population, although this is changing. (Extend children by considering why this might be the case.)That Scafell Pike is a mountain and Windermere is a lake in the Lake District.<ul style="list-style-type: none">That the lake district is bounded to the east by the Pennines and to the west by the Irish Sea.That the Lake District is England’s largest National Park.That the Lake District and Pennines are mountainous regions, and have a colder climate than the South of England, with more rain and snow.That Liverpool was once one of Britain’s busiest ports.That the South East is a region in close proximity to London and has transport connections to the rest of the UK and Europe.<ul style="list-style-type: none">That it is well known for its countryside and two national parks – New Forest and South Downs.That the River Thames runs through the South East and London.				
PREREQUISITES <ul style="list-style-type: none">Previous use of online and paper maps, atlases and globes.High level of familiarity of maps of the UK.Experience comparing different locations					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">These regions are similar/different because...I can see from the map that this region is...A human/physical feature of...is...This land is suitable for... because...					

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The World- Regions at Risk		Extreme Weather- Climate Zones		Place knowledge- India	
Necessary context for learning: When using world maps and atlases... When identifying and describing the world's climate zones... When creating a model Earth from plasticene... When investigating tectonic plate boundaries... When studying how volcanos form and why they erupt... When carrying out a case study...	...pupils learn: <ul style="list-style-type: none">• That Geographers observe, measure, and describe Earth's surface. They study how landforms develop and how they change.• To use maps and aerial images to find the sites of mountains and volcanoes, and the countries which hold them.• That if a pattern of weather occurs over a long period, this can be described as its climate and is affected by its location on the globe.• That climate zones are areas around the world with specific patterns of weather. That these zones are determined by temperature range and precipitation.• The major climate zones are: arid, continental, polar, Mediterranean, temperate and tropical. Pupils learn: the main features of these.• That Earth is made from five layers: the inner and outer core, the lower and upper mantle, and the crust.• That tectonic plates are the separate rocky parts of the Earth's crust. These move around on the soft mantle underneath them, and when they collide - along plate boundaries - they can create earthquakes and volcanoes and mountains are formed. Earthquakes are measured using the Richter magnitude scale.• That earthquakes beneath the ocean can create a series of huge waves, called a tsunami.• That volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards.• That eruptions happen when gas bubbles inside magma expand and cause pressure to build up. This pressure pushes on weak spots in the earth's surface, or crust, causing magma to exit the volcano.• That volcanoes can be active, dormant or extinct.• That Geographers study the causes and consequences of natural disasters.• About a volcano=- Mount Vesuvius. In Italy in AD 79, this volcano devastated the nearby cities of Pompeii and Herculaneum.				
PREREQUISITES <ul style="list-style-type: none">• Understanding of how weather and climate are different around the globe.• Previous learning about continents and oceans.• Knowledge of what natural disasters are and their consequences.					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">• A feature of this climate zone is...• A volcano/earthquake/tsunami is likely to occur in this location because...• This natural disaster was caused by...					

- These zones/lines exist because...

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
World Zones		Sustainability		Thames Basin and London, La Meseta and Madrid, Valle de Mexico and Mexico City	
Necessary context for learning: When learning about sustainability When studying different types of energy production... When debating energy use... When studying energy use in Kent... When evaluating the impact of human activity on the world...		...pupils learn: <ul style="list-style-type: none">• That natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive.• How human activity has an impact on the environment.• That sustainability means a process, resource or state can be maintained at a certain level for as long as is needed.• That non-renewable energy sources include oil, natural gas and coal.• That non-renewable energy sources cannot be easily replaced, because they have taken millions of years to form.• Some renewable energy resources are wind power, wave power, solar power, geothermal power and biofuel.• That renewable energy sources do not run out or can be easily replaced.• Some of the different ways we get our energy, including wind and solar farms.• That there are advantages and disadvantages to each energy source.• That some geographical knowledge is open to debate, challenge and discussion.• That land use is often determined by the climate and physical Geography of a location.• That Romney Marsh has a wind farm with 26 turbines.• That there is a non-operational nuclear power station located at Dungeness• That your carbon footprint is the amount of carbon dioxide released into the air because of your own energy needs and this can be reduced.• That food miles is the distance food has travelled to get to your plate.• The pros and cons of importing our food.			
PREREQUISITES <ul style="list-style-type: none">• That human activity has an impact on the environment, and is a cause of climate change• The UK doesn't create or grow everything we use- a lot of what we need is imported.					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">• Human activity impacts the environment through...• The advantages/disadvantages of this energy source are...• This location is suitable for...because...• To reduce our carbon footprnt/food miles. we could...					

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Coasts		Rivers and water cycle		Mapping the United Kingdom and the Wider World	
<p>Necessary context for learning:</p> <p>When making a water cycle...</p> <p>When drawing a river map...</p> <p>When studying the world’s rivers...</p> <p>When comparing and contrasting two major rivers...</p>	<p>...pupils learn:</p> <ul style="list-style-type: none">How the <i>water cycle</i> works (<i>Condensation, precipitation, warm air rises, evaporation, surface run-off, infiltration, transpiration, ground water store</i>)What the main features of a river are (<i>source, mouth, tributaries, meanders, oxbow lake, waterfall, river bank, delta, confluence and flood plain</i>).The journey from source to mouth of a river.That Geographers study how landforms develop and how they change.How rivers change over time including the effect of weathering, erosion, climate change and pollution on rivers.To locate some of the major world rivers (The Mississippi, The Nile, The Amazon, The Ganges and the River Seine).That the Ganges is sacred to the millions of followers of the Hindu religion, and it is used by millions of people every day for bathing, drinking, and industry.That the Thames is one of Europe’s most historic rivers. Along its banks stands the city of London, an urban area for more than two thousand years.				
<p>PREREQUISITES</p> <ul style="list-style-type: none">Understanding of what a river is.Some understanding of where some major rivers are.Understanding that all rivers have a start and end.Familiar with maps.					
<p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none">The stages of the water cycle are...This (river feature) is caused by...The Thames and Ganges are similar/different because...					