



Geography at Lawford C of E Primary School



		Autumn Term		Spring Term		Summer Term
EYFS	Enquiry Question	<i>Where have I come from and where am I going?</i>	<i>What jobs keep our world moving?</i>	<i>Does chocolate grow on trees?</i>	<i>What food do we get from a farm?</i>	<i>What can we learn from a book?</i>
	Key Knowledge	<p>To know key features of Lawford e.g. shops, park, school, garden centre.</p> <p>To know similarities and difference of houses in the local area e.g. bungalow, flats, houses, caravan, house boats.</p> <p>To know what a map is and its purpose.</p>	No Geography focus	<p>To know some similarities and differences between food that is grown in this country and in Central and South America e.g. apple trees in England, cacao tree in Brazil.</p> <p>To know that climate has an impact on food production e.g. being closer to the equator means it is hotter.</p> <p>To know the journey of chocolate from growth to plate.</p>	No Geography focus	<p>To know how humans can travel around the world e.g. train, plane, car, boat.</p> <p>To know that London is the capital city of England.</p> <p>To know the names of the cities of Paris, Beijing, New York and Sydney and the countries that these are in.</p> <p>To know that 71% of the Earth is water.</p> <p>To know how plastics in the ocean negatively impact on ocean wildlife.</p> <p><i>(School Trip to Stansted airport)</i></p>
	Key Skills	To make observations and describe what they see on a local walk	No Geography focus	To be able to locate the equator, the UK and Brazil on a world map.	No Geography focus	To identify the mode of transport needed to get to a specific location on a world map.

		<p>e.g. houses, bus stops, signs.</p> <p>To compare photographs of different types of houses.</p> <p>To be able to draw a simple map from school to the park.</p> <p>To be able to use Google maps.</p>		<p>To compare photographs and videos of food production in the UK and Brazil.</p> <p>To sequence the journey of chocolate from growth to plate using a map.</p>		<p>To locate different locations on a world map e.g. Australia, America, France, China and England.</p> <p>To locate oceans on the world map.</p> <p>To use books to research facts about the ocean.</p>
	Vocabulary	Local area, natural world, environment, changes, maps, village, road, path, house, flat, community, Lawford, Manningtree	Village, town, country, observe, world, map, community	Similar, different, world, map, busy, quiet, country	Farm, town, village, climate, temperature	Climate, similar, different, country, capital city, destination, world, people, places, environment
	Concepts	Identity – <i>understanding their local area and where they live.</i>	Identity – <i>explore the wider world they live in.</i>	Fairness – <i>exposure to Fairtrade and smart food choices.</i> Power – <i>how we can make an impact on our environment.</i> Care – <i>respect for different locations and people.</i> Identity – <i>understanding other peoples local area</i>		Identity – <i>explore the wider world they live in, including capital cities and holiday destinations.</i>
Y1	Enquiry Question					
	Key Knowledge	To know the name of the country and village , town or city in which they live.		<ul style="list-style-type: none"> To know where England, Northern Ireland, Scotland and Wales are located on a map. To know that each country has a capital city. 		To know simple compass directions (North, South, East and West).

		<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>London is the capital city of England. To name the countries of the UK, capital cities, surrounding seas and a range of other major cities and landmarks.</p> <ul style="list-style-type: none"> • To know that each country of The United Kingdom has its own flag, emblems and identity. • To know different human and physical features of the UK. • To identify similarities and differences between the countries of the UK. • To identify national flags and emblems. • To explain some of the pros and cons of town and country locations. • To explain the differences between London and their own local city. • To explain similarities and differences between Brasilia and London and can give reasoned explanations. • 	<p>To know locational and directional language [for example, near and far; left and right].</p> <p>To know that there are different seasonal and daily weather patterns in The United Kingdom.</p> <p>To describe how the weather changes with each season in The UK.</p> <p>To recognise and name weather symbols.</p>
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	<p>Key Skills</p>	<p>To develop children’s knowledge and understanding of maps by using a key.</p> <p>To use aerial photographs and observe how objects look different depending on how they are view.</p> <p>To locate features of the school grounds and adding these to basic maps using directional language.</p> <p>To locate features on an aerial photograph of the school.</p>	<ul style="list-style-type: none"> • To use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • To identify a range of human and physical features in aerial photographs. • To begin to use world maps and globes to locate and name a range of continents and countries. 	<p>To use simple compass directions (North, South, East and West).</p> <p>To use locational and directional language [for example, near and far; left and right].</p> <p>To describe the location of features and routes on a map.</p>
	<p>Vocabulary</p>	<p>Map, Key, Aerial view, photograph, Google Earth, locate, birds eye view, land, symbol, near, far, right, left, identify, features, buildings, fields, roads, improve, likes and dislikes, playground</p>	<p>Town, country, village, city, country, farm, house, pros, cons, different, similar, The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator, Aerial view, birds eye view, journey line, landmarks, distance, transport, travel</p>	<p>North, East, South and West Near, far, left, right Spring, Summer, Autumn and Winter Weather symbols...hot, sunny, cold, windy, snowing, rain, thunder, lightning Weather forecast England, Scotland, Ireland and Wales Climate</p>
	<p>Concepts</p>	<p>Change and conflict: Children decide which features of the school playground they would like to change.</p>	<p>Identity: being able to identify the human and physical differences between the different countries in the UK.</p>	<p>Change: Children identify how the seasons and weather change throughout the year in The United Kingdom.</p>

		Identity: Children recognise where our school is and key features of the area.		
Y2	Enquiry Question	What are the differences between life in the Polar Regions and life in the UK?	What is similar and different about life in Kenya and the UK?	How do I know I am at the seaside?
	Key Knowledge	<ul style="list-style-type: none"> - To know which 7 countries are situated in the Arctic Circle. - To know that Antarctica is a continent. - To know the four seasons in the UK - To know the climate of the UK - To know that the Arctic has two seasons - To know the climate of the Arctic - To know what animals live in the Polar Regions - To know that climate change is affecting the seasons in the UK and Polar regions - To know that climate change is impacting on people and animals. - To know what a physical and human feature is 	<ul style="list-style-type: none"> o To know that animals that live in Kenya o To know how people in Kenya live culturally. o To know Africa is a continent o To know Kenya has two seasons; dry and wet o To know the physical geography of Kenya (Mount Kenya etc) 	<ul style="list-style-type: none"> - To know that seaside towns are on the edge of the UK close to the sea. - To know the names of different seaside towns in East of England - To know human features of Lawford - To know human features of seaside places. - To know physical features of Lawford - To know physical features of seaside places. - To know Harwich port is one of the largest ports and sends goods all over the world. - Harwich port creates jobs and income for the town. - To know that trains create revenue for seaside towns
	Key Skills	<p>To use a world map to locate the 7 continents</p> <p>To use the world map to locate the 7 countries in the Arctic Circle</p>	<p>To locate Kenya on a world map</p> <p>To identify similarities and differences between Kenya and the London</p> <p>To identify physical feature of Kenya</p>	<ul style="list-style-type: none"> - To use a UK map to locate Lawford and Harwich - To use a UK map to locate seaside towns in the East of England

	<p>To use a world map to locate Antarctica.</p> <p>To use a world map to locate the 5 oceans.</p> <p>To recognise how climate change is impacting people and animals life over time</p> <p>To identify human and physical features of London and Sisimiut</p> <p>To be able to recognise the similarities between London and Sisimiut</p> <p>To be able to recognise the difference between London and Sisimiut</p> <p>To be able to use language to compare London and Sisimiut. (glacier, ice berg)</p>	To identify human feature of Kenya	<ul style="list-style-type: none"> - To recognise human features of Harwich and Lawford - To recognise physical features of Harwich and Lawford - To draw a map from Harwich station to the waterfront
Vocabulary	Capital city, country, continent, ocean, Tundra, Arctic circle, Antarctica, Canada, Alaska, Greenland, Finland, Norway, Sweden, Russia, London, Sisimiut, human and physical features, houses, harbours, gardens, roads, airports, landscapes, climate change	Africa, continent, Kenya, country, UK, London, town, city, village, human features, physical features, animals, landscape, climate, weather, culture, Maasai, locals, tribes, huts, houses, tower blocks, buildings, savannahs, valleys, mountains and beaches.	Sea, seaside, town, city, village, human and physical features, houses, harbours, gardens, roads, airports, landscapes, beach, cliff, coast, hill.
Concepts	Change: wider implication for species that are becoming endangered or already are.	Identity: being able to identify the human and physical differences between Kenya and UK.	Identity – identify physical and human features of a seaside town.

		Climate change and the impact on the Polar regions and the wider world.				
Y3	Enquiry Question			What makes the Earth angry?	Where in the world?	
	Key Knowledge			<ul style="list-style-type: none"> - To know what tectonic plates are and how they effect the planet. - What the planet is made of - Magnetic forces (linked to science unit) - To know where volcanoes and earthquakes happen - To identify key topographical features - How to identify topographical features - Understand how some key aspects have changed over time - To locate some volcanoes 	Children will know <ul style="list-style-type: none"> • To name the continents • To name the oceans • Be able to locate the ring of fire • To know key human features of locations including topography and land use patterns. • To know key physical features of locations including topography and land use patterns. • • Understand how some key aspects have changed over time • 	

Key Skills				<ul style="list-style-type: none"> - Name and locate countries, cities and main geographical regions of the UK (link to Romans) - To use compass points on a map - Describe the key human & physical features locations e.g. topography, land use patterns - Understand how land use changes over time (Romans link) time. - Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns 	<ul style="list-style-type: none"> - Use an atlas to locate features such as capital cities, rivers and mountains - Know how to use digital maps - Name and locate countries, cities and main geographical regions of the UK (link to Romans) - Describe the key human & physical features locations e.g. topography, land use patterns - Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, 		

				<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries - Describe features studied using geographical vocabulary 	coasts, rivers) and land patterns <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries - Describe features studied using geographical vocabulary 		
Vocabulary				Volcano, earthquake. Tsunami, dormant, active, lava mantle, Tectonic plates, fault lines, continental drift fold mountains, oceanic and continental plates, Dormant Active	Map, atlas, North, South, East, West, Continents, oceans, seas, (Names or them) Hemisphere, Physical features, capital, Mountains, Deserts, Lake, equator, axis		
Concepts				Power/conflict: Struggle to progress and use new innovations natural resources created when the Earth was made are running out, harnessing of wind, water and sun for power	Change: Children will be able to show the physical differences on map. They will see how Extreme Earth events will change the landscape. They will be able to make links to erosion from Naze trip in autumn term and how		

				<p>Change: How the world has changed through its explosive past. Linked to Rocks and soils from the AUT 1</p> <p>How it continues to change through erosion and man's destruction and building</p>	<p>this looks on google Earth</p> <p>Power/conflict: How borders create potential problems. Do they change</p>		
Y4	Enquiry Question			What is the journey and importance of the river Stour?			
	Key Knowledge			<ul style="list-style-type: none"> Identifying features of a river and understand how some of these aspects have changed over time (effects of erosion). Identifying these features along the river Stour. Comparing key features of the river Stour with world rivers. Describe and understand key aspects of physical geography including the water cycle (link to residential trip). Explain what erosion and deposition is. Use of rivers. Specific uses of the river Stour now and in the past. The water cycle. 			
	Key Skills			<ul style="list-style-type: none"> Land use - Use field work to record, observe and measure (Flatford). Use physical and digital maps/atlasses to identify and compare features of rivers. Use historical photos to gather information relating to use of rivers (human geography). 			

	Vocabulary			Meander, confluence, steam, tributary, source, mouth, stream, ocean, sea, tributary, oxbow lake, erosion, delta		
	Concepts			Change, Power, Identity		
Y5	Enquiry Question	AUTUMN 1 Rainforest (enquiry question??)		AUTUMN 2 What's so fair about Fair Trade?		
	Key Knowledge	<ul style="list-style-type: none"> To know what a biome is and that there are 5 key types: aquatic, desert, forest, grassland and tundra. To know the features of a taiga (boreal) forest. To know the features of a temperate forest. To know the features of a rainforest. To know that rainforests can be located along or close to the equator between the tropics. To know that the Amazon River is the second largest in the world and is found in South America. To know that the Amazon rainforest is in South America. To know that there are various layers of the rainforest/any forest; canopy, emergent layer, understorey (shrub layer included) and forest floor. 		<ul style="list-style-type: none"> To know where Sierra Leone is – continent and relation to lines of longitude such as the equator To know what the Fairtrade logo looks like To know what Fairtrade Co-operative is (a group owned by and run for the benefit of its farmer members) Fair Trade minimum price= the minimum price that producers are paid when selling their products through Fair trade, and acts as a safety net when market prices drop Fairtrade Standards = the requirements that producers and the businesses who buy their goods have to meet for a product to be Fairtrade certified Fairtrade premium = an extra sum of money that farmers and workers invest in community projects of their choice Describe and understand key aspects of human geography including trade fair/unfair distribution of resources (Fair Trade) 		

		<ul style="list-style-type: none">• To know that deforestation involves trees being cut down.• To know the positive impact of deforestation includes creating fields for farming cattle and growing crops, produce timber and wood pulp to make furniture or paper and to create space for housing.• To know the negative impact of deforestation includes people's homes being destroyed, flora and fauna may become extinct through habitat loss – potential loss of medicines and food.• To know that we can protect the rainforest by reducing our carbon footprint.• Identify the position and significance of latitude/longitude and the Greenwich Meridian• Compare a region in the UK with a region in North America with significant differences and similarities• Describe and understand key aspects of physical geography including coasts and rivers; climate zones, biomes and vegetation belts		
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	Key Skills	<p>Use pictures to observe the impact of deforestation</p> <p>Use fieldwork to observe our impact on climate change</p> <p>Use a map to find continents, equator and tropics lines and some of the countries where there are tropical rainforests marked.</p> <p>Use fieldwork to observe and explore rainforests– Banham zoological gardens</p>	<ul style="list-style-type: none"> • Locate the world’s countries on a map, concentrating on their environmental regions, key physical characteristics. • Explore the effect humans can have on their environment. <p>Use fieldwork to explore fairtrade items</p>	
	Vocabulary	<ul style="list-style-type: none"> • Emergent layer • herb layer • shrub layer • Canopy • Understory • forest floor • Deforestation • Nourishment • Endangered • Amazon • Humid • Species • Equator • Camouflage 	<p>Fairtrade co-operative, income, labourer, trader, yield, crop, fairtrade minimum price, market price, transparency, trade, kilo, receipt, fairtrade standards, inequality, domestic work, empowerment, Premium Committee, discrimination, Fairtrade Premium, democracy, basic needs, education, human rights, school fees</p>	

		<ul style="list-style-type: none"> • Topography • Continents • S. America • N. America • Brazil • Tropic of Cancer • Tropic of Capricorn • Tropical rainforest • temperate forest • deciduous forest • boreal forest • taiga forest • Flora • Fauna • carbon footprint • carbon dioxide CO2 • Nitrous Oxide N2O • Methane CH4 • Carbon dioxide equivalent 			
	Concepts	<p>Care- for the species living in the rainforest, both flora and fauna, and for the rainforest biome itself</p> <p>Conflict- the various arguments for and against deforestation</p> <p>Change – making a positive change and taking action to save the rainforests</p> <p>Identity- rainforest by definition and location</p>	<p>Changes- what changes we can make as an individual group and as a school (Fair Trade Awards)</p> <p>Fairness- Fair trade by definition, equality/ inequality, opportunities for farmers</p> <p>Care- about our environment and the impact Fair Trade can have for farmer and the environment</p> <p>Power- through our choices we can be powerful, women's empowerment</p>		
Y6	Enquiry Question		How has the exploration of Antarctica past and present helped our understanding of the importance of this geographical region?		What key issues have affected the development of Manningtree as a settlement from the 1700's to present day?

	Key Knowledge			<p>Explain the differences between Antarctica and the Arctic. Understand what is causing climate change in the world and how this has occurred over time.</p> <p>What humans can do to prevent climate change</p> <p>Understand the difference between weather and climate in Antarctica</p> <p>Identify the different biomes in the world</p> <p>To know how different types of mountains are formed</p>	<p>Know geographically in the UK where Manningtree is placed</p> <p>To know the key features of a town</p> <p>Define different types of land settlements</p> <p>To know what Turnpike roads were and where were they located in Lawford and Manningtree.</p> <p>How the railway coming to Manningtree impacts on its development</p> <p>What the significance of the 1900 censuses was?</p> <p>What the significance of the English Civil war was on the Women of Manningtree</p>
	Key Skills			<p>Read lines of longitude and latitude on a world map</p> <p>Locate and interpret a physical map of Antarctica</p> <p>Select suitable sources of evidence, giving reasons for the choice. E.g evidence to prove that sea levels are rising</p> <p>Locate the different types of mountains in Antarctica</p> <p>Explore all available evidence to form their own opinion on a historical event e.g original diary entry of Robert Falcon Scott (British Museum)</p>	<p>Compare different types of settlements</p> <p>Identify land uses past and present on an OS map</p> <p>Read and interpret different views of digital maps</p> <p>Read and interpret 4 and 6 figure grid references of maps of Manningtree</p> <p>Create a balanced argument</p> <p>Identify Primary and secondary sources of evidence using British Museum Robert F. Scott diaries</p>

	Vocabulary	Continent, Arctic Antarctic Season Pack ice Icebergs Pole Biomes Glaciers Mountain ranges Longitude and Latitude			Settlement, village, hamlet, town, city, mega city, urban, rural, East Anglia, Essex, trade, county, economic, River Stour, OS land use, grid references (4&6) , grid cell, Eastings and Northings, population growth , census, context, county, industrial growth, scale factor
	Concepts			Conflict – Historical context of exploration political power of this part of the world Change- exploration of this continent, climate change and COP 22, Care- current Shackleton expedition 22 (scientific exploration on microplastics in this area)	Fairness - Unfair trials that had no real basis of law - who did the women have to support them in this? Conflict – Civil war, brought conflict into the home Power – How did Matthew Hopkins can such power in a short period of time. Consider the wider implications of this from a historical context.

				<p>Power – weather and climate,</p> <p>Fairness- leadership of Shackleton</p> <p>Identity – of Antarctica political</p>	<p>Change – industrial, social and economic changes in the area linked to land use</p> <p>Identity – Focus on women. Were these all-poorer women? If so, what do you think this was?</p>
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