



Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
Reception	<p><i>Where have I come from and where am I going?</i></p> <p>Skills: To make observations and describe what they see on a local walk 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 Mapmaker</p> <p>Key Knowledge: 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>	<p>Identity Individual liberty</p>	<p><i>Does chocolate grow on trees?</i></p> <p>Skills: To be able to locate the equator, the UK and Brazil on a world map.</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>Key Knowledge: 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>	<p>Fairness Power Care Identity Mutual respect Tolerance</p>	<p><i>What can we learn from a book?</i></p> <p>Skills: To identify the mode of transport needed to get to a specific location on a world 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> <p>Key Knowledge: 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>Field work - Stansted airport</i></p>	<p>Identity</p>

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1	<p>Where in the world are we?</p> <p>Skills: 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> <p>Field work – school grounds walk.</p> <p>Key Knowledge: To know the name of the country and village, town or city in which they live.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Change Conflict Identity</p> <p>Individual liberty</p>	<p>Where do we live?</p> <p>Skills:</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>Key Knowledge:</p> <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. 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. 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. 	Identity	<p>What is the weather like in the UK?</p> <p>Skills:</p> <ul style="list-style-type: none"> To use simple compass directions (North, South, East and West). To use locational and directional language [for example, near and far; left and right]. To describe the location of features and routes on a map. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know simple compass directions (North, South, East and West). To know locational and directional language [for example, near and far; left and right]. To know that there are different seasonal and daily weather patterns in The United Kingdom. To describe how the weather changes with each season in The UK. To recognise and name weather symbols. 	Change
2	<p>What are the differences between life in the Polar Regions and life in the UK?</p> <p>Skills:</p> <ul style="list-style-type: none"> To use a world map to locate the 7 continents To use the world map to locate the 7 countries in the Arctic Circle 	Change	<p>What is similar and different about life in Kenya and the UK?</p> <p>Skills: To locate Kenya on a world map To identify similarities and differences between Kenya and the London To identify physical feature of Kenya To identify human feature of Kenya</p>	Identity Tolerance	<p>How do I know I am at the seaside?</p> <p>Skills:</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 To recognise human features of Harwich and Lawford 	Identity

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	<ul style="list-style-type: none"> To use a world map to locate Antarctica. To use a world map to locate the 5 oceans. To recognise how climate change is impacting people and animals life over time To identify human and physical features of London and Nuuk. To be able to recognise the similarities between London and Nuuk. To be able to recognise the difference between London and Nuuk. To be able to use language to compare London and Nuuk. (glacier, ice berg) <p>Key Knowledge:</p> <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 		<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that animals that live in Kenya To know how people in Kenya live culturally. To know Africa is a continent To know Kenya has two seasons; dry and wet To know the physical geography of Kenya (Mount Kenya etc) 		<ul style="list-style-type: none"> To recognise physical features of Harwich and Lawford To draw a map from Harwich station to the waterfront Fieldwork– Harwich Port <p>Key Knowledge:</p> <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 	
3	<p>How does erosion affect coasts?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To know physical features of locations including topography and land use patterns To identify erosion at the Naze To explore how land changes over time 	Conflict	<p>What makes the Earth angry?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Name and locate countries, cities and main geographical regions of the UK To use compass points on a map Describe the key human & physical features locations e.g. topography, land use patterns 	Power Conflict Change	<p>Where in the world?</p> <p>Key Skills:</p> <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 	Change Power Conflict

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	<p>Key Knowledge: know that a coast is the place where the land meets the sea or an ocean.</p> <ul style="list-style-type: none"> To know that coasts have many physical features including; caves, sand dunes, rock pools, bays, headlands, stacks, stumps, spits, cliffs and arches The UK is surrounded by 4 seas; North Atlantic, Irish Sea, North Sea and English Channel. To know that some of the physical features formed by erosion such as caves, arches and stacks. To know that some physical features are formed by deposition such as sand dunes or spits. To know that erosion is a natural process that only needs management if there is a risk of damage to life or property. To know that there are different coastal defences to slow down the rate of erosion such as sea wall, groynes, revetment, rock armour, dune nourishment and beach nourishment. To know that the original coastline of Walton on the Naze lies 7 miles away To know that every year we lose 2 metres of the Naze cliffs <ul style="list-style-type: none"> To know that the Naze Protection Society (NPS) is a registered charity that aims to promote and protect the Naze To know that Crag Walk is a sea defence built in 2011 which currently saves a section of the Naze and the Tower from the sea. To know that The Tower was built in 1720 and was ¼ mile inland – it is now only 50metres from the cliff edge To know that Crag Walk is 110m long and is made from igneous rock To know that Crag Walk took 6 months to build costing £1.2 million 		<ul style="list-style-type: none"> Understand how land use changes over time Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns Use maps, atlases, globes and digital/computer mapping to locate countries Describe features studied using geographical vocabulary <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know what tectonic plates are and how they effect the planet. What the planet is made of Be able to locate the ring of fire 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 		<ul style="list-style-type: none"> 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, coasts, rivers) and land patterns Use maps, atlases, globes and digital/computer mapping to locate countries and counties within the UK. Describe features studied using geographical vocabulary Field work – counties work observe similarities/ differences between Essex and Suffolk. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To name the continents <ul style="list-style-type: none"> To name the oceans To know key human features of locations including topography and land use patterns. <ul style="list-style-type: none"> To know key physical features of locations including topography and land use patterns. <ul style="list-style-type: none"> To name and locate counties of the United Kingdom, discussing the differences between them. <ul style="list-style-type: none"> Understand how some key aspects have changed over time 	
4	<p>Why don't the same animals and plants live everywhere?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Using digital maps (MapMaker) to interpret geographical data 	Change Identity	<p>What is the journey and importance of the river Stour?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use field work to record, observe and measure (Flatford). 	Change Power Identity	<p>What is Europe like?</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use maps to locate European countries (including Russia) 	Identity Change

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	<ul style="list-style-type: none"> Describing patterns and making evidence-based conclusions Comparing geographical features Asking and answering geographical enquiry questions Using map keys and layers Explaining cause and effect (e.g., "Because the rainfall is low, deserts have...") <p>Key Knowledge:</p> <ul style="list-style-type: none"> A biome is a large area of the world with a similar climate, plants, and animals. The Earth has several major biomes: tropical rainforest, desert, tundra, savanna (grassland), deciduous forest, coniferous/taiga, and Mediterranean. Biomes exist because different parts of the world have different climate zones. Climate zones include polar, temperate, and tropical zones. The Equator is the hottest region; temperatures decrease as you move toward the poles. Vegetation belts are areas where similar types of plants grow because of climate (e.g., rainforest belt, desert belt). Animals and plants have adaptations that help them survive in their biome. 		<ul style="list-style-type: none"> 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). <p>Key Knowledge:</p> <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). <ul style="list-style-type: none"> Explain what erosion and deposition is. Use of rivers. Specific uses of the river Stour now and in the past. Understand and explain the water cycle. 		<ul style="list-style-type: none"> Identify physical and human features of Europe. Compare geographical features of Northern, Southern, Western and Eastern Europe. Explain how architecture in Europe has been influenced by different time periods i.e. Medieval. <p>Key Knowledge:</p> <ul style="list-style-type: none"> Develop their locational knowledge and their understanding of physical and human features. Explore the similarities and differences between northern, southern, western and eastern Europe, focusing on the climate, culture, key landmarks and various human and physical features. Become familiar with the flags of Europe's 44 countries as well as some important capital cities. 	
5	<p>How can we save the rainforests?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use pictures to observe the impact of deforestation Use fieldwork to observe our impact on climate change Use a map to find continents, equator and tropics lines and some of the countries where there are tropical rainforests marked. Use fieldwork to observe and explore rainforests– Banham zoological gardens <p>Key Knowledge:</p> <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. 	<p>Care Conflict Change Identity</p>	<p>What's so fair about Fair Trade?</p> <p>Key Skills:</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. Use fieldwork to explore Fairtrade items <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know where Sierra Leone is – continent and relation to lines of longitude such as the equator 	<p>Change Fairness Power Care Democracy Respect</p>	<p>What's happening in North America?</p> <p>Key Skills:</p> <p>Locate North America on a map.</p> <p>Use pictures to observe the impact of the California wildfires.</p> <p>Use maps to show trade links between North America and the rest of the World.</p> <p>Key Knowledge:</p> <p>To know where North America is. To identify human and physical features of North America. Understand the impact of the wildfires in California.</p>	<p>Care Power Identity Democracy</p>

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	<ul style="list-style-type: none"> 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. 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 		<ul style="list-style-type: none"> To know what the Fairtrade logo looks like <ul style="list-style-type: none"> To know what Fairtrade Co-operative is (a group owned by and run for the benefit of its farmer members) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Fairtrade Standards = the requirements that producers and the businesses who buy their goods have to meet for a product to be Fairtrade certified <ul style="list-style-type: none"> Fairtrade premium = an extra sum of money that farmers and workers invest in community projects of their choice <ul style="list-style-type: none"> Describe and understand key aspects of human geography including trade fair/unfair distribution of resources (Fair Trade) 		<p>Explain what the San Andreas fault line is and some of the risks involved with it.</p> <p>To know how trade impacts North America.</p>	

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6	<p>No Geography unit</p> <p>Mapwork through History topic on World Wars. To locate Russia and discuss how it has changed geographically post war.</p> <p>Field work - OS symbols, compass skills and map work – during residential activities.</p>		<p>How has the exploration of Antarctica past and present helped our understanding of the importance of this geographical region?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Read lines of longitude and latitude on a world map • Locate and interpret a physical map of Antarctica • Select suitable sources of evidence, giving reasons for the choice. E.g evidence to prove that sea levels are rising • Locate the different types of mountains in Antarctica <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Explain the differences between Antarctica and the Arctic. • Understand what is causing climate change in the world and how this has occurred over time. • What humans can do to prevent climate change • Understand the difference between weather and climate in Antarctica • Identify the different biomes in the world • To know how different types of mountains are formed 	<p>Conflict Care Change Identity Fairness Power</p>	<p>What key issues have affected the development of Manningtree as a settlement from the 1700s to the present day?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Compare different types of settlements • Identity land uses past and present on an OS map • Read and interpret different views of digital maps • Read and interpret 4 and 6 figure grid references of maps of Manningtree <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Know geographically in the UK where Manningtree is placed • To know the key features of a town • Define different types of land settlements • How the railway coming to Manningtree impacts on its development • What the significance of the 1900 censuses was? 	<p>Conflict Change</p>