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| **Substantive knowledge**  Our curriculum supports pupils to:   * Understand concepts, themes and genres * Acquire and apply knowledge and skill * Develop vocabulary | | | **Disciplinary knowledge**  Our curriculum supports pupils to:   * Interpret and use geographical sources and equipment * Understand and describe geographical processes * Identify cause, consequence, continuity. * Present, organise and communicate. | |
| **KS1 Cycle A + B – *all children will access Cycle A + Cycle B during their time in KS1. Where learning is repeated, this is because it is key learning which requires revisiting and reinforcing; formative assessment will be used to ensure knowledge has been retained and can be retrieved, applied and deepened. This learning is in bold.***  ***For 2023-24 only for children in Y2 the first time this curriculum was delivered.*** | | | | |
| Cycle A  **Key concepts**  **Key vocabulary** | **Location and place** | **Biomes and Natural Processes** | | **Ecology + Human Processes** |
|  | **UK, continents + oceans** | **Weather and the equator** | | **Human + physical features** |
|  | Accessing Prior Learning?  **What countries and cities can you already name in the UK?** (FS2 UTW They live in England and London is the capital city in England) + Cycle A/B as appropriate for cohort) | Accessing Prior Learning:  **What types of weather and seasons can you name and describe?** (FS2 UTW: naming and describing the seasons including seasonal weather) | | Accessing Prior Learning:  **What do you already know about our local area?** (FS2 UTW – Harthill is a village in England; there is a school, a church, a post box and shops).  **If completed Cycle A: Name some differences between a UK and African city.** |
| Acquiring + Attempting New Learning:   * **Harthill is in England** * **England is part of the United Kingdom** * **United Kingdom is an island surrounded by the North Sea, Atlantic Ocean, Irish Sea and English Channel** * **Countries of United Kingdom - England, Northern Ireland, Scotland, Wales.** * **England is the biggest country in the United Kingdom** * **UK capital cities – London, Belfast, Edinburgh and Cardiff.** * **United Kingdom is part of Europe** * Names of the 7 continents – Europe, Asia, Africa, Australasia, South America, North America, Antarctica. Locate these on a map. * Names of the 5 oceans – Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean * Other key cities in UK apart from Sheffield /London (e.g. Manchester, Bristol, Belfast, Newcastle, Liverpool, Birmingham, Cardiff, Glasgow) | Acquiring + Attempting New Learning:   * The UK experiences 4 seasons, with warm summers and cold winters. * The closer a place is to the equator, the hotter the climate. * Differences between the North Pole and the South Pole * The further away a place is to the equator, the colder the climate. * Some places experience extreme weather such as flooding, snow storms/blizzards, tornadoes/hurricanes * How location impacts temperature * Beaches are found at the coast where the land meets the sea. * Beaches are formed by the waves eroding the shoreline and cliffs * Cliffs are formed by erosion and weathering on rocks by the edge of the sea and land.   Case study  Comparing and contrasting a very hot place to a very cold place.  Hot: South America (closer to the equator)  Cold: The Arctic Circle (further away from the equator) | | Acquiring + Attempting New Learning:   * **Harthill is a village, Rotherham is a town, Sheffield is a city** * **A village is a small community in a rural area** * **A town is a larger populated area than a village** * **A city is a large or important town with a big population and factories/companies/offices/shops etc** * Human geographical features = made by people and physical geographical features = made by nature. * Human geography = city, town, village, road, dam, bridge, shop, factory, house, office, farm, port, harbour. * Physical geography = beach, coat, sea, ocean, river, hill, forest, valley, cliff, mountain, soil, vegetation, seasons, weather.   Local geographical case study: use of land   * Shops in the village – butchers, bakery, fruit + veg shop * Local farms – how farms work. * Compare land use in an African village. |
| Applying Essential Learning:  **What are the names of the countries / capital cities of the UK?** | Applying Essential Learning:  **What are the coldest and hottest parts of the world?** | | Applying Essential Learning:  **Explain the difference between a village and a city.**  **Give examples of human and physical geographical features.** |
| Mapping + fieldwork | Ongoing with differentiation, as appropriate to cohorts:   * Use a map, atlas or globe to identify continents, countries (UK), non-European countries, oceans and seas * Name and locate oceans. * Understand directional language, progressing to N, S, E, W to describe features on a map. * Read and devise a simple map with symbols and a key. | | | |
| Impact evidence:   * Pupil knowledge * Class floor books * Displays   English books | | | | |
| Cycle B  **Key concepts**  **Key vocabulary** | **Location and place** | **Biomes and Natural Processes** | | **Ecology + Human Processes** |
|  | **UK countries and cities** | **Beaches + Erosion** | | **Compare village, town and city** |
|  | Accessing Prior Learning?  **What countries and cities can you already name in the UK?** (FS2 UTW They live in England and London is the capital city in England) + Cycle A/B as appropriate for cohort) | Accessing Prior Learning:  **Describe what you might see at the beach?** (FS2 UTW – Comparing Harthill to a seaside town). | | Accessing Prior Learning:  **What do you already know about our local area?** (FS2 UTW – Harthill is a village in England; there is a school, a church, a post box and shops).**If completed Cycle B: Give examples of human and physical geographical features.** |
|  | Acquiring + Attempting New Learning:   * **Harthill is in England** * **England is part of the United Kingdom** * **United Kingdom is an island surrounded by the North Sea, Atlantic Ocean, Irish Sea and English Channel** * **Countries of United Kingdom – England, Northern Ireland, Scotland, Wales.** * **England is the biggest country in the United Kingdom** * **UK capital cities – London, Belfast, Edinburgh and Cardiff.** * **United Kingdom is part of Europe** * Other key cities in UK apart from Sheffield /London (e.g. Manchester, Bristol, Belfast, Newcastle, Liverpool, Birmingham, Cardiff, Glasgow) | Acquiring + Attempting New Learning:   * Beaches are found at the coast where the land meets the sea. * Harbours are found on the coastline for ships/boats to dock. * Harbours include ports where boats can be loaded and unloaded. * Beaches are formed by the waves eroding the shoreline and cliffs * Cliffs are formed by erosion and weathering on rocks by the edge of the sea and land. * Main causes of erosion (water, wind, ice, gravity)   Case study  Beaches and erosion study focus: Whitby | | Acquiring + Attempting New Learning:   * **Harthill is a village, Rotherham is a town, Sheffield is a city** * **A village is a small community in a rural area** * **A town is a larger populated area than a village** * **A city is a large or important town with a big population and factories/companies/offices/shops etc**   Case study  Comparative study between a British city and an African city   * Difference in human features – houses, roads, school   What is it like living in Sheffield, England?  How is it similar/different to living in Johannesburg, South Africa?  [Link: BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-living-in-the-suburbs/zv2rkmn) |
|  | Applying Essential Learning:  **What are the names of the countries / capital cities of the UK?**  **What are some of the other major key cities in the UK?** | Applying Essential Learning:  **Explain what erosion is.** | | Applying Essential Learning:  **Explain the difference between a village and a city.**  **Name some differences between a UK and African city.** |
| Mapping + fieldwork | Ongoing with differentiation, as appropriate to cohorts:   * Use a map, atlas or globe to identify continents, countries (UK), non-European countries, oceans and seas * Name and locate oceans. * Understand directional language, progressing to N, S, E, W to describe features on a map. * Read and devise a simple map with symbols and a key. | | | |
| Impact evidence:   * Pupil knowledge * Class floor books * Displays * English books | | | | |