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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.
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| **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.
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| 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.
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| 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.
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| Impact evidence: * Pupil knowledge
* Class floor books
* Displays
* English books
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