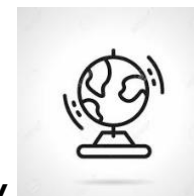


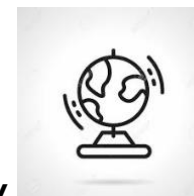
Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
EY Term 1.1	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children's interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning.</p> <p>These opportunities may include :</p> <p>Growing plants and maintaining a garden, making seasonal collages, learning about the city and country environments, a trip to St Anns Orchards, making maps</p> <p>Values: Equality, Creativity and Innovation, Exploration, Mutual Respect and Tolerance</p>				
EY Term 1.2					



Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y1 Term 1.1 Y1 Term 1.2					<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geography Skills & Fieldwork Ask simple questions geographical questions e.g. What is it like to live in this place? Use simple observational skills to study geography of the school and its grounds. Use simple maps of the local area. Make simple maps and plans.</p>
Y2 Term 1.1 Y2 Term 1.2					



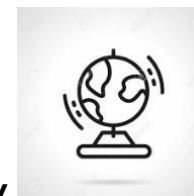
Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y3 Term 1.1 Y3 Term 1.2					Locational Knowledge Identify where counties are within the UK & Europe and the key topographical features.
Y4 Term 1.1 Y4 Term 1.2					Locational Knowledge Locate countries in Europe using maps Latitude, longitude, equator, hemisphere etc. Place Knowledge Know about the wider context of places – region, country. Understand why there are similarities and differences between places. Geography Skills & Fieldwork Use maps etc to locate countries studied Use the eight points of a compass
Y5 Term 1.1 Y5 Term 1.2					
Y6 Term 1.1 Y6 Term 1.2					



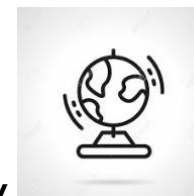
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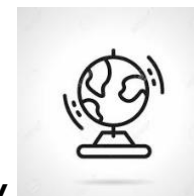
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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
EY Term 2.1	ELG: People, Culture and Communities Children at the expected level of development will:				



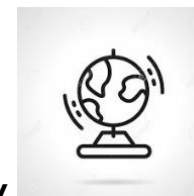
Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
EY Term 2.2	<p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children's interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning.</p> <p>This term has a geographical focus. We will learn about habitats, endangered animals, extinction and building environmentally friendly play areas. We will also provide opportunities that include: Growing plants and maintaining a garden, making seasonal collages, learning about the city and country environments, a trip to St Anns Orchards, making maps Values: Equality, Creativity and Innovation, Exploration, Mutual Respect and Tolerance</p>				



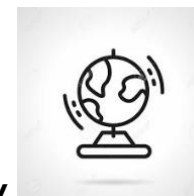
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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y1 Term 2.1 Term 2.2	Plastics in the Ocean Save the Polar Bears	Categorization of all animals Metal and Bamboo straws over plastic Plastic pollution Global warming Food Chains Endanger animals - Coral Reef and Arctic	Coral Reef/Arctic Sea Creatures Polar Bears Plastic and CO2	All Key Skills covered other than using a compass to identify NSEW.	<p>Locational Knowledge Name, locate seven continents and five oceans</p> <p>Place Knowledge Name, describe and compare familiar places. Link their homes with other places in their local community. Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment.</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geography Skills and Fieldwork Use world maps, atlases and globes to identify the UK and its countries</p>



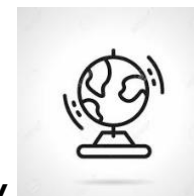
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<p>Y2 Term 2.1 Term 2.2</p>	<p>Plastic Bag Pollution</p>	<p>Impact of plastic pollution – litter hunt</p> <p>Grouping – living/dead/ never alive and life process</p> <p>Woodland habitat</p> <p>Multiple food chains and habitats</p> <p>Habitat is necessary</p> <p>Dependency</p> <p>Reduce, reuse and recycle.</p>	<p>Local Woodland</p> <p>Living Things</p> <p>Assortment of food chains</p> <p>Plastic Bags</p>	<p>All Key Skills covered</p>	<p>Locational Knowledge Name, locate the world's seven continents and five oceans.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non- European country. Nottingham, The Gambia</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to: Key physical features, including reviewing: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather plus additional features Key human features, including reviewing: city, town, village, factory, farm, house, office, port, harbour and shop plus additional features.</p> <p>Geography Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>
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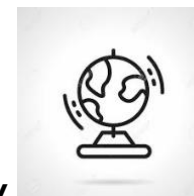
Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
					Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment.



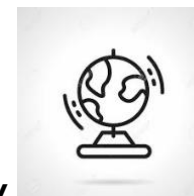
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Y3 Term 2.1 Term 2.2	<p>River Habitats and River Pollution</p> <p>Africa Continent and Endangered Animals</p>	<p>Plastics used only once. Encourage recycling and data handling.</p> <p>different types of pollution</p> <p>River habitats/ elephants/ Africa</p> <p>elephants/ ivory poaching/ climate change impacting habitats</p> <p>Rivers/ canals trust...posters next to TRENT LOCK</p>		<p>Locational Knowledge Identify where counties are within the UK & Europe and the key topographical features. Name and locate the cities of the UK.</p> <p>Place Knowledge Recognise there are similarities and differences between places.</p> <p>Human and Physical Geography Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.</p> <p>Geography Skills and Fieldwork Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? Recognise that different people hold different views about an issue and begin to understand some reasons why. Communicate findings in ways appropriate to the task or for the audience. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. Make more detailed fieldwork sketches/diagrams. Use fieldwork instruments e.g. cameras, rain gauge. Make plans and maps using symbols and keys.</p>
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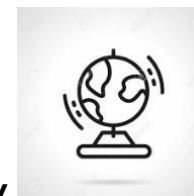
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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y4 Term 2.1 Term 2.2	Oceans/ Antarctica	<p>Reduce plastic pollution</p> <p>Fossil fuels Carbon footprint plastic pollution.</p> <p>wind turbines/ part of electricity unit.</p> <p>Coral beaching Great Coral Reef</p> <p>Antarctica Ice caps</p> <p>Habitat for each continent and how to adapt</p> <p>Reduce use of plastics</p>			<p>Locational Knowledge Demonstrate knowledge of features about places around them and beyond the UK. Recognise that people have differing qualities of life living in different locations and environments. Know how a locality is set within a wider geographical context.</p> <p>Human and Physical Geography Describe human features of UK regions, cities and/or counties. Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. Describe how people have been affected by changes in the environment.</p> <p>Geography Skills and Fieldwork Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Draw accurate maps with more complex keys.</p>



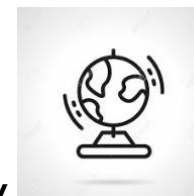
Phase 3 Planning – Geography

<p>Y5 Term 2.1 Term 2.2</p>	<p>Rainforests and Palm Oil</p>	<p>Palm Oil effects</p> <p>Deforestation and threat to chimps</p> <p>Deforestation= rainforest chopped down/ needs of people/ palm oil/ chimps poaching.</p> <p>Palm Oil= reduce deforestation and saving chimps.</p>			<p>Locational Knowledge</p> <p>Identify the physical characteristics and key topographic features of the countries within North America.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge</p> <p>Know about the wider context of places – region, country.</p> <p>Understand why there are similarities and differences between places.</p> <p>Human and Physical Geography</p> <p>Understand weather patterns around the world and relate these to climate zones.</p> <p>Understand how humans affect the environment over time - Rainforests</p> <p>Know about changes to world environments over time - Rainforests</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</p>
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Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
					Geography Skills and Fieldwork Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones Explore features on OS maps using four figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



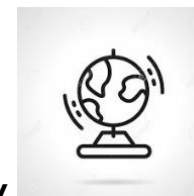
Phase 3 Planning – Geography

<p>Y6 Term 2.1 Term 2.2</p>	<p>The Boy Who Lost His Bumble</p>	<p>Awareness of Bees</p> <p>Meadow loss for bees by concrete slabs</p> <p>impact of decline of bees/ decline of crops/ sustainability.</p>			<p>Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Human and Physical Geography</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, tradelinks, meander, floodplain etc.</p> <p>Geography Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, tradelinks, meander, floodplain etc.</p>
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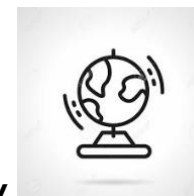
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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
EY Term 3.1	ELG: People, Culture and Communities				



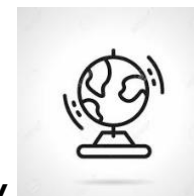
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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Term 3.2	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children's interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning.</p> <p>These opportunities may include :</p> <p>Growing plants and maintaining a garden, making seasonal collages, learning about the city and country environments, a trip to St Anns Orchards, making maps</p> <p>Values: Equality, Creativity and Innovation, Exploration, Mutual Respect and Tolerance</p>				



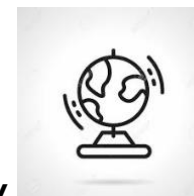
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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y1 Term 3.1 Y1 Term 3.2					
Y2 Term 3.1 Y2 Term 3.2					
Y3 Term 3.1 Y3 Term 3.2					Human and Physical Geography Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.
Y4 Term 3.1 Y4 Term 3.2					Geography Skills & Fieldwork Use maps etc to locate countries studied



Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y5 Term 3.1 Y5 Term 3.2					<p>Locational Knowledge Name and locate countries and cities of UK and identify geographical regions Identify key human and physical characteristics within the UK Identify key topographical features</p> <p>Human & Physical Geography Describe and understand key aspects of human geography, including: land use, trade links etc.</p> <p>Geography Skills and Fieldwork Explore features on OS maps using four figure grid references. Use eight compass points Use maps etc. to locate countries and describe features studied Use fieldwork to observe, measure, record and present.</p>



Phase 3 Planning – Geography

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y6 Term 3.1 Y6 Term 3.2					<p>Locational Knowledge Locate countries in Europe and the world using maps Locate North and South American within those continents</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country</p> <p>Human & Physical Geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Geography Skills & Fieldwork Use maps, atlases etc. to located countries and describe features studied</p>