



LINCOLN ANGLICAN  
ACADEMY TRUST  
DIOCESE OF LINCOLN



Term 1 Concept	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Content (NC with local adaptations)	History Focus / No geog			<p>Who wants to climb a mountain?</p> <p>Locates the countries that the Ben Nevis, Alps, Himalayas and the Andes all cover on a world map.</p> <p>Describe the physical and human characteristics of the above countries.</p> <p>Identify the position of famous mountains using lines of latitude and longitude.</p>			

<p><b>Content (NC with local adaptations)</b></p>	<p>History Focus / No geog</p>			<p>Give 4 figure grid references.</p> <p>Use an OS map to identify human features of a mountain resort.</p> <p>Name and locate the county in which Ben Nevis is located.</p> <p>Identify the topographical features of the hills and mountains.</p> <p>Discuss the climate in elevated areas.</p> <p>Discuss the land use and economic activity within a mountain resort.</p>			
---	--------------------------------	--	--	---	--	--	--

**For substantive and disciplinary knowledge please see detailed MTPs.**

<p><b>Why here?/ Why now?</b></p>				<p>Making links between countries and their physical features.</p>			
---------------------------------------	--	--	--	--	--	--	--

				Introduction to new geographical vocabulary associated with mountains. Building on knowledge of countries from previous years.			
<b>Vocabulary</b>				Mountain Mountain range Peak Location Grid reference OS map Topographical Elevated Climate Land use Economic Resort Tourist Tourism			

Term 2 Concept	Our Local Community	What makes Coningsby a town?	What makes up the UK?		What is life like in the polar regions?		Can you get me out of here?
<p><b>Content (NC with local adaptations)</b></p>	<p><b>Development Matters</b> Talk about members of their immediate family and the community.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p>	<p>Study the human and physical geography of Coningsby.</p> <p>Describe the human features of a town.</p> <p>Use simple compass directions – NSEW.</p> <p>Use directional language e.g. near, far, left and right.</p> <p>Use aerial photographs to recognise basic human and physical features.</p> <p>Use simple fieldwork and observational skills.</p>	<p>Name and locate the capital cities of the UK.</p> <p>Identify some human features of a city.</p> <p>Name the seas surrounding the UK.</p> <p>Know and identify coastal areas using vocabulary including beach, cliff and coast.</p> <p>Identify areas of countryside using vocabulary such as farm, village, valley and river</p> <p>Locate the UK on an atlas and globe.</p>		<p>Identify the equator and the Arctic and Antarctic Circles on a world map.</p> <p>Describe polar climate zones and biomes.</p> <p>Describe the source of food, water, economic activity and land use of the Inuit People.</p> <p>Locate the homes of the Inuit People (Canada and Russia) and describe their environment.</p> <p>Discuss the Prime Greenwich meridian time zones and day and</p>		<p>Know and use the 8 points of the compass and use 6 figure grid references to locate their homes and school.</p> <p>Draw a sketch map of their route to school.</p> <p>Use OS map symbols to add human features to their own maps.</p>

					<p>night for the Inuit People.</p> <p>Understand how the lives of the Inuit People have changed over time.</p>		
--	--	--	--	--	--	--	--

**For substantive and disciplinary knowledge please see detailed MTPs.**

<p><b>Why here?/ Why now?</b></p>	<p>Prior knowledge of where they live and journeys to familiar places.</p> <p>To build on their understanding of where they live / go to school.</p>	<p>Developing comparison skills.</p> <p>Using previous knowledge to help inform how places compare to each other.</p>	<p>Building on the work done in EYFS.</p> <p>Begin to understand simple geography beyond their own location in terms of knowledge and sense of place.</p>		<p>Revision / consolidation of globe knowledge from Year 3 – tropics etc.</p> <p>Reinforcing comparison skills between children’s locality and a contrasting locality.</p> <p>Understanding why people live in inhospitable environment – food, history etc.</p> <p>Building knowledge about the impact of climate change.</p>		<p>Building on map / fieldwork skills undertaken in previous year groups.</p> <p>Develop map reading skills such as OS maps.</p>
---------------------------------------	--	---	---	--	--	--	--

<b>Vocabulary</b>	Coningsby Tattershall Maps Key Church churchyard Royal Airforce Armed Forces Runway Road Path Field Houses Shop Doctors Car park Community centre Aerial photograph Google earth	Settlement Town Human features Physical features Near Far Left Right Compass North South East West Aerial photos Fieldwork Observe	Capital city United Kingdom Human Physical Coastal Inland Countryside Urban Rural Atlas Globe Settlements Towns Cities Villages Valley River Farm Beach Cliff		Polar Region Arctic Antarctic Climate zone Biome Source Inuit Environment Prime Meridian Time zone		Compass points Grid reference Locate Sketch map Route Navigate
-------------------	--	---	--	--	--	--	---

Term 3	How are other places in the world similar or different to my home?					How do rivers and ports connect?	What causes the weather to be so extreme?
<b>Content (NC with local adaptations)</b>	<p>Development Matters</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments are different to the one in which they live.</p>					<p>Identify Boston and River Witham on Google Earth (digital).</p> <p>Understand the economic activity, trade links and distribution of resources that happen at the port.</p>	<p>Recap climate change (from Year 5).</p> <p>Look at temperature changes on graphs over recent decades.</p> <p>Study storms in the Tropics.</p> <p>Understand the impact of flooding on the local area using questionnaires and local images.</p>

**For substantive and disciplinary knowledge please see detailed MTPs.**

<p><b>Why here?/ Why now?</b></p>	<p>Prior learning about our locality. Compare and contrast very different places to where we live to show everywhere is not the same as here.</p>					<p>Building on the knowledge of capital cities from year 3.</p> <p>Understand the importance of ports in the economy of a country.</p> <p>Knowing where local ports are in comparison to their locality.</p>	<p>Building on knowledge about climate change studied in year 4.</p> <p>Knowing that times are different in different places around the world.</p> <p>Using books and atlases to increase knowledge of the world.</p>
<p><b>Vocabulary</b></p>	<p>Different Similar Globe Map Snow Building Clothing Hot/Cold Colours Arctic Antarctic Polarbear Penguin Snow rabbit Weather Habitat Equator Desert Elephant Giraffe</p>					<p>Port Export Import Cargo Economic Trade routes Distribute Resources Natural resources</p>	<p>Rainforest Amazon Climate change Greenhouse gases Solar radiation Global temperature Graph Decade Interpret Tropical storm Air pressure Flood Impact</p>

Term 4	History focus	Which continent would you like to live on and why?	Where would you like to go on safari?	How do different settlements compare?	How are rivers similar and different?		What makes desert?
<b>Content (NC with local adaptations)</b>		<p>Name and locate the 7 continents and 5 oceans.</p> <p>Locate hot and cold areas of the world (equator, North and South Pole).</p> <p>Use world maps to find the oceans and continents.</p> <p>Describe key physical features such as weather, ocean, mountain and forest.</p>	<p>Describe the physical geography of the savannah and grasslands and compare to a temperate woodland.</p> <p>Use vocabulary such as soil and vegetation.</p> <p>Locate African savannah and grasslands on a world map.</p> <p>Devise a simple map of your own safari park.</p> <p>Use basic symbols and a key.</p>	<p>Locate the city of Lincoln on a UK map and identify its human features.</p> <p>Understand how Lincoln has changed over time.</p> <p>Use the 8 points of a compass to describe the location of Coningsby, Tattershall and Lincoln in relation to one another.</p> <p>Understand similarities and differences between a village, town and city.</p>	<p>Understand the water cycle.</p> <p>Locate some UK rivers.</p> <p>Understand how rivers impact land use.</p> <p>Locate some major cities (and their countries) that are on the route of the River Danube.</p> <p>Describe the physical features of a river (source to mouth).</p> <p>Use fieldwork to observe the river in our local area.</p>		<p>Study the climate zones and biomes of deserts.</p> <p>Identify where deserts are located including polar deserts.</p> <p>Use temperature information to understand how temperature changes over the day in a desert.</p> <p>Drawing graphs to show temperature changes over a 24 hour period in a desert.</p>

				Use fieldwork to observe and record the human and physical features of Coningsby and Tattershall.  Identify local rivers.	Use a sketch map to record the physical features of the local river.		
--	--	--	--	---	--	--	--

**For substantive and disciplinary knowledge please see detailed MTPs.**

<b>Why here?/ Why now?</b>		Developing about parts of the wider world that contrast to their own locality.	To build on the work carried out in year 1.  Children focus on a contrasting locality outside of Europe.  Building a bank of geographical words.  Building on year 1 work about hot and cold places to help inform about a contrasting locality.	Building on EYFS and KS1 knowledge about places beyond where they live.  Developing geographical vocabulary and knowledge in terms of globes and atlases.	Building on oceans work carried out in year 2 and develop knowledge about how rivers impact the health of the oceans.		Building on the weather work carried out in year 1.  Building on work from previous year groups in comparing human physical features.  Develop deeper vocabulary based around weather.  Understand what the weather is like in their locality and how this contrasts with the weather in the desert.
--------------------------------	--	--	--	---	---	--	--

							Understand that deserts are not always hot places.
<b>Vocabulary</b>		Continent Ocean Equator North Pole South Pole Polar Mountain Vegetation belt	Savannah Grassland Temperate woodland Soil Vegetation Map Symbol Key Safari	City Town Village Settlement Fieldwork Observe Local	Water cycle Evaporation Condensation Precipitation Land use Major Fieldwork Observe Sketch map Physical features		Climate zone Biome Desert Polar desert Temperature Graph Compare
<b>Term 5</b>	<b>My Local Area</b>			<b>Where do earthquakes and volcanoes occur and why?</b>		<b>Are we all welcome in the rainforest?</b>	
<b>Content (NC with local adaptations)</b>	<b>Development Matters</b> Draw information from a simple map.			Identify and locate Mount St Helens and Mount Vesuvius on a map.  Use 4 or 6 figure grid references to describe the location of volcanoes.  Know the physical characteristics of the area surrounding a		Identify the equator and the Tropics of Cancer and Capricorn.  Study climate zones, biomes and vegetation belts.  Study land use (deforestation and palm oil	

				<p>volcano using vocabulary such as vegetation, natural resources and energy.          Locate fault lines in the northern and southern hemisphere.</p> <p>Use digital technologies (Google Earth) to explore Yellowstone.</p>		<p>plantations) and their contribution to climate change.          Us          Locate the South American countries covered by the Amazon Rainforest.</p> <p>Locate the Amazon River and Rainforest on a world map.</p> <p>Study graphs showing rainfall throughout the year in the Amazon Rainforest.</p> <p>Study indigenous tribes living in the Amazon Rainforest including sources of food, water and medicines.</p>	
--	--	--	--	---	--	--	--

**For substantive and disciplinary knowledge please see detailed MTPs.**

<p><b>Why here?/ Why now?</b></p>	<p>Prior learning – their knowledge of familiar places and our work on the local community in Term 1</p>			<p>Making links between countries and their physical features.</p> <p>Introduction to new vocabulary associated with earthquakes and volcanoes.</p> <p>Broadening knowledge about volcanoes and earthquakes and their impact on the lives of people who live near them.</p>		<p>Developing knowledge of the consequences of human actions.</p> <p>Developing empathy for people who live in a contrasting locality.</p> <p>Building knowledge about the impact of climate change.</p>	
<p><b>Vocabulary</b></p>	<p>Map Symbol Left / right Straight ahead Through Turn Forwards World Atlas Globe Country Land Sea Coningsby Lincolnshire United Kingdom</p>			<p>Volcano Earthquake Crust Mantle Tectonic plates Plate boundary Core Magma Lava Eruption Tremor Fertile Fault lines Minerals Pressure Energy</p>		<p>Rainforest Amazon River Biome Vegetation belt Tropics Equatorial belt Deforestation Plantation Climate change Greenhouse gases Solar radiation Global temperature Tribe Indigenous</p>	

				Northern Hemisphere Southern Hemisphere		Annual rainfall	
Term 6	History Focus	How can we notice seasonal change?	What makes the coast appealing?		How do the Shetland Islands compare with the Falklands?	How are coastlines different?	
Content (NC with local adaptations)		<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Study the physical features of the school grounds.</p>	<p>Use aerial photographs to study coastal areas.</p> <p>Use vocabulary such as beach, cliff, sea and coast.</p> <p>Use directional language and compass directions to describe the location of some coastal areas on a UK map.</p> <p>Identify seasonal weather patterns.</p>		<p>Locate the Falklands (South America) and the Shetlands (UK) on maps and globes.</p> <p>Use OS maps to identify the human and physical characteristics of the Shetland and Falklands and compare these.</p>	<p>Use Google Earth to study the White Cliffs of Dover.</p> <p>Compare the physical characteristics of the White Cliffs of Dover and Skegness beach.</p> <p>Study the land use and human geography of Skegness.</p> <p>Use OS maps to identify human features such as lighthouses, restaurants,</p>	

			Study the human features of a seaside resort.			toilets, lifeboat station, tourist information and amusements.  Use 6 figure grid references to locate Land's End in Cornwall and Land's End in Portugal.  Identify the position where the Aegean and Mediterranean seas meet (Rhodes).	
--	--	--	---	--	--	---	--

**For substantive and disciplinary knowledge please see detailed MTPs.**

<b>Why here?/ Why now?</b>		Gathering information about seasonal weather patterns will help the children to learn about the four countries of the UK.	Broadening children's knowledge about the world's oceans.  Building on previous learning about places to inform work on coasts.		Understand that even though places are located in different parts of the world they can have many similar features in terms of human and physical features.  To develop map, atlas and globe skills.	Building on oceans work from year 4.  Developing deeper vocabulary based around coastal regions.	
--------------------------------	--	---	---	--	--	--	--

			Revision of fieldwork skills – compass points.				
<b>Vocabulary</b>		Seasons Autumn Winter Summer Spring Typical /usual Temperate climate	Aerial photo Beach Cliff Sea Coast Human Physical Direction Compass		Shetland Falklands Islands Map Globe OS map Characteristics Compare Climate	Cliff Coastal Rockpool Pebble Shingle Sand Tourist Tourism Amusements Grid reference position	