



GEOGRAPHY

SUBJECT NARRATIVE (Sept'23)

Locational and Place Knowledge	
Human and Physical Geography	
Skills & Fieldwork	

Key Stage 1: Year 1/2 (Cycle A)

Topic: How have homes changed over time?

Key Themes: Map work - locating where we live. Continents. Different types of housing. Using Google Earth.

Topic: Once Upon a Time

History topic

Topic: Frozen

Key Themes: Locating cold zones on the planet. Understanding what it is like in Antarctica and Arctic. Continents and North and South Pole

Topic: How does your garden grow?

Key Themes: Map work - North, South, East, West, Town vs. country. Weather patterns, UK countries and capital cities. Understanding compass points.

Topic: Nature Detectives

Key Themes: Map the school grounds. Plan view. Use and create a key. Understanding symbols, key and using a scale.

Topic: I do like to be beside the seaside!

Key Themes: Seas around the UK, seashores around the UK, human and physical geography related to the seaside—common features.

Key Stage 1: Year 1/2 (Cycle B)

Topic: Superheroes!

Key Themes: Map work, locating where we live. Types of settlement. Types of houses.

Topic: Space

Key Themes: Our locality. Continents—naming and locating—facts about population and geographical features.

Topic: Weather

Key Themes: Weather patterns and seasonal changes, UK countries and capital cities. Measuring and collecting weather data.

Topic: Fighting Fit

Key Themes: Continents—naming and locating—facts about population and geographical features.

Topic: Blue Planet

Key Themes: Physical geography vocabulary of oceans, rivers and lakes, seas and oceans. Norwich.

Topic: Go Wild! (Africa)

Key Themes: Contrasting localities—rural life in Africa compared to Little Melton, fairtrade, countries in Africa. Climate, wildlife and landmarks.

Lower Key Stage 2: Year 3/4 (Cycle A)

Topic: Stone Age Bone Age

Key Themes: Changing world—Ice Age—climate and landscape, how did humans adjust to survive—settlements. Types of rock. The Rock Cycle. Soil Types. Composition of the Earth.

Topic: Norwich Through The Ages

Key Themes: Comparing and contrasting maps from different periods of history identifying features on a map—major roads, rivers, churches etc... (OS) Following and creating routes on a map. Using and understanding grid references. Norwich.

Topic: Rainforests

Key Themes: World map work—locating equator, tropics, continents and rainforest of the world. Features of a rainforest eco-system—

Topic: Volcanoes & Earthquakes

Key Themes: Comparing world maps to show how the continents have changed. Continents. Fault lines. Tsunamis.

Lower Key Stage 2: Year 3/4 (Cycle B)

Topic: Ancient Egypt (History Topic)

Key Themes: Locating Egypt on World map and describing where it is. Locating significant landmarks in relation to the River Nile

Topic: Around the World in 80 Days

Key Themes: Continents of the world and naming major oceans/seas— including key countries within them and their capital cities. Equator, time zones, Greenwich. Understanding what the World map looks like—position of continents and oceans

Topic: The Power of Monarchs: Henry VIII

History topic

Topic: The Power of Monarchs: Victoria

History topic.

Upper Key Stage 2: Year 5/6 (Cycle A)

Topic: Let There Be Dragons

History Topic— ref: Locational Knowledge (see key vocab lists)

Topic: Maya Civilization

History topic

Topic: Romans

History topic

Topic: The Water Cycle **Key Themes:** Describe and understand key aspects of the water cycle. Physical geography—water and its effects—such as erosion (Local—North Norfolk coastal erosion; human geography: Pollution and Climate Change

Year 5/6 (Cycle B)

Topic: Technological World

History

Topic: Natural World **Key Themes:** Climate Zones, Biomes and Vegetation Belts; Time zones across world and meaning behind Greenwich Mean time/the Meridian. Comparison of 3 different regions: Yorkshire, Sicily, New England (One from—UK/Europe and South or North America). Tsunamis

Topic: The Classics

History Topic— ref: Locational Knowledge-(see key vocab lists)

We believe these skills are important for life because:

- ◆ We want children to be able to place themselves in relation to the rest of the world. We want them to be curious about the world they live in, and with the skills to investigate, research and question to find out more.
- ◆ We want children to be confident in their use of a range of geographical tools, and to be adept in unlocking higher learning at the next stage, through their grasp of key subject specific vocabulary.
- ◆ We want children to have an appreciation of the impact of human behaviour upon our natural environment, and grow to be conscientious environmental citizens for the future.