

**Throughout all units:**

- pupils will be given opportunity to develop their locational knowledge through the use of maps and globes (*see progression for 'Space and Scale' for detail*).
- pupils will undertake fieldwork (*see detail in 'Map and Fieldwork Skills' progression*)
- pupils will identify geographical similarities and differences (human and physical) of different locations

**29 should be in all units in KS2**

		R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Autumn 1</b>	<b>Enquiry Question</b>	<p>What is in my school?</p> <p>How is the city of Nottingham different to the village of Cropwell Bishop?</p>	<p>What is special about where we live? (local Geog)</p>	<p>Where are we, Cropwell Bishop or Bagamoyo? (Compare our school and surrounding area with school and surrounding area in Tanzania).</p>	<p>How is land used differently in the UK? (Cities in the UK)</p>	<p>What makes a mountain?</p>	<p>What makes Japan so unique? (Comparisons to life in a non-European country and its culture)</p>	<p>How do tectonic plates affect the landscape? (volcanoes and earthquakes)</p>
	<b>National Curriculum coverage</b>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*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>*Explore the natural world around them, making observations and drawing pictures of animals and plants; 15</p> <p>*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</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>5 7 8 11 13</b></p>	<p><b>3/4/7/8/9/11/12 /13</b></p>	<p><b>15/26</b></p>		<p><b>16</b> (latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere) <b>24/26</b></p>	<p><b>23/24/29/30</b> (study of physical features of mountains, volcanoes and earthquakes and their impact)</p>

Autumn 2	<b>Enquiry Question</b>	<b>Where are the north and south poles? What do they look like? Who lives there?</b>	History focus	History focus	History focus	History focus	History focus	
	<b>National Curriculum coverage</b>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*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>*Explore the natural world around them, making observations and drawing pictures of animals and plants; 15</p> <p>*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</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<b>History focus</b>	<b>History focus</b>	<b>History focus</b>	<b>History focus</b>	<b>History focus</b>	
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Spring 1	<b>Enquiry Question</b>	<b>Where is China? How has the woodland changed now its winter?</b>	<b>What is special about the UK?</b>	<b>Where in the World am I?</b> (Cropwell Bishop in relation to the rest of the UK built upon from year 1)	<b>Why do we go to Europe on holiday?</b> (compare and contrast UK and European countries/cities)	<b>What makes Australia unique?</b>	<b>Would you want to live in the Arctic?</b> ( <u>Start</u> of biomes topic, looking at the polar regions)	<b>What will happen when all of the natural resources run out?</b> (Global action to tackle climate change)
	<b>National Curriculum coverage</b>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>	<b>2 5 7 8 9 10 11</b>	<b>1,6,9,10</b>	<b>17/18/30</b> (8 points of a compass) <b>20, 26, 28.</b>	<b>20/21</b> (Australia focus/desert and savannah) <b>15</b> <b>17/19</b>	<b>16</b> (latitude and longitude, N/S hemispheres, Arctic and Antarctic circle) <b>20/21/26</b>	





		<p>*Explore the natural world around them, making observations and drawing pictures of animals and plants; 15</p> <p>*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</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
--	--	--	--	--	--	--	--	--

**Possible Questions (also in key concepts progression)**

		EYFS	KS1	Y3/4	Y5/6
<b>Change &amp; Sustainability</b>	<b>Change &amp; Human Impact</b>	<ul style="list-style-type: none"> <li>• What does your house look like?</li> <li>• What does your new school look like?</li> <li>• What happened to the woodland after littering?</li> <li>• What has changed in the farmer's field?</li> </ul>	<ul style="list-style-type: none"> <li>• What has changed?</li> <li>• What caused a change?</li> <li>• How are people trying to make something better?</li> </ul>	<ul style="list-style-type: none"> <li>• How has a locality changed over time?</li> <li>• What are the different views about an environmental issue?</li> <li>• How could a locality be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>• How has a locality changed over time?</li> <li>• How can people manage their environment?</li> <li>• How do people affect the area – positively or negatively?</li> <li>• How can natural resources be sustained?</li> <li>• How is it linked to other places?</li> <li>• How has human activity caused an environment to change?</li> </ul>

	<b>Personal Viewpoint</b>	<ul style="list-style-type: none"> <li>• What do you like about your house?</li> <li>• What do you like about school?</li> <li>• How do you feel about littering in the woodland?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you like/dislike about a locality?</li> </ul>	<ul style="list-style-type: none"> <li>• Why might people be attracted to live by e.g. rivers, coasts?</li> <li>• Why are people attracted to live in cities or villages?</li> </ul>	<ul style="list-style-type: none"> <li>• How could a locality be changed and improved?</li> </ul>
<b>Human</b>		<ul style="list-style-type: none"> <li>• What do I have in my home?</li> <li>• What does my new school have?</li> <li>• How has littering changed the woodland?</li> <li>• Do farms around the world look the same?</li> </ul>	<ul style="list-style-type: none"> <li>• What facilities might a town or village need?</li> <li>• What types of buildings/housing is in this locality?</li> <li>• What might they wear if they lived in a very hot or very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>• What types of buildings/housing is in this locality?</li> <li>• What is the infrastructure like e.g. roads, railways, facilities, electricity?</li> <li>• Why does a locality have certain human features?</li> <li>• How do people use the key features of the land?</li> </ul> <p>How are people are trying to manage their environment?</p>	<ul style="list-style-type: none"> <li>• How does a location fit into its wider geographical location with reference to human and economical features?</li> <li>• What might a place be like in the future, taking account of issues impacting on human features?</li> <li>• What are the key imports /exports for a locality?</li> </ul>
<b>Physical</b>		<ul style="list-style-type: none"> <li>• How do you get to school?</li> <li>• What do you see on your journey?</li> <li>• Can you describe what you can see?</li> <li>• What is the weather like today?</li> <li>• What can you see in the woodland?</li> </ul>	<ul style="list-style-type: none"> <li>• What season is it now? How do we know?</li> <li>• What is your address?</li> <li>• What key physical features can they see in the place they live e.g. river, hills etc?</li> <li>• Can you describe a given place (non-European)?</li> <li>• Can you describe features associated with an island?</li> <li>• Can you find the longest/shortest route?</li> <li>• What makes a locality special?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is X a popular holiday destination?</li> <li>• What are the main features of a village?</li> <li>• What are the key differences between cities and villages?</li> <li>• Why does a locality have certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• How are earthquakes created?</li> <li>• Why do people's lives vary due to the weather?</li> <li>• Why does a locality have certain physical features?</li> </ul>
<b>Space &amp; Scale</b>		<ul style="list-style-type: none"> <li>• Where is it?</li> <li>• What is it like?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>C</b>ontinent- Which continent is it in?</li> <li>• <b>O</b>ceans and seas – Which oceans and seas are nearby?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>O</b>ther places – where is it in relation to other places we have studied or know about, including countries and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>H</b>emisphere – Which hemisphere is it in? <b>Introduced in year 5</b></li> <li>• <b>O</b>ther places – where is it in relation to other places we have studied or</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>W</b>eather- What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles?</li> <li>• <b>W</b>ho and What – Who (people) and what (animals and plants) live there?</li> <li>• <b>S</b>ee – What would we see there? What is natural? What has been made by humans?</li> </ul> <ul style="list-style-type: none"> <li>• What is your address?</li> <li>• What country do they live in? What is the capital?</li> </ul> <p>Can you describe a given place (non-European)?</p>	<p>continents (using 8 points of a compass)?</p> <ul style="list-style-type: none"> <li>• <b>C</b>limate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) <b>introduced in year 4</b></li> <li>• <b>U</b>s – Where is it in relation to our village/town/city/county/country?</li> <li>• <b>B</b>odies of water – Which bodies of water are nearby?</li> <li>• Where are things located in this place? (developing the concepts of order and pattern?)</li> <li>• What biome(s) is this place located in? <b>introduced in year 4</b></li> <li>• How is it similar/different to other places?</li> </ul> <p>How am I linked with people and environments in other places?</p>	<p>know about, including countries and continents (using 8 points of a compass)?</p> <ul style="list-style-type: none"> <li>• <b>T</b>ime zone – Which timezone (s) is it in? <b>introduced in year 6</b></li> <li>• <b>C</b>limate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)</li> <li>• <b>U</b>s – Where is it in relation to our village/town/city/county/country?</li> <li>• <b>B</b>odies of water – Which bodies of water are nearby?</li> <li>• Where are things located in this place? (developing the concepts of order and pattern?)</li> <li>• What biome(s) is this place located in?</li> <li>• How is it similar/different to other places?</li> </ul> <p>How am I linked with people and environments in other places?</p>
--	--	--	---	---	--