Curriculum to Inspire

Geography at Sherwood

Curriculum to Inspire

"Disccovering the amazing world we live in, learning how people and places are connected, and understanding how we can care for our planet and change it for the better."

School Vision

At Djanogly Sherwood Academy, we are an ambitious place that creates world-changers. We cultivate a lifelong love of learning, helping children discover their unique voices, empowering them to approach their future with the confidence to dream big. We are a place where everyone belongs; that prepares children to succeed.

Geography at Djanogly Sherwood Academy empowers children to become world-changers by fostering curiosity about the world and its people. Through rich learning experiences, real-life stories, and a strong focus on local and global geography, we help children discover their unique voices and develop the confidence to dream big. Our curriculum ensures that every child belongs, gains essential knowledge, and is prepared to succeed as a responsible global citizen.



Intent

At Djanogly Sherwood Academy, our Geography curriculum is designed to create world-changers by cultivating a deep curiosity and fascination with the world. We empower children to develop a lifelong love of learning about places, people, and environments, helping them discover their unique voices as responsible global citizens. Through the study of geography, children gain a strong understanding of the Earth's key physical and human processes and learn how these shape diverse societies and cultures. We aim for our children to understand how people and environmental concerns interact so they can approach the future with confidence, ambition, and a commitment to making a difference. Grounded in our vision, we ensure that every child belongs in their learning journey and is prepared to succeed in a global society.



Implementation

Geography at Djanogly Sherwood Academy is taught through engaging, knowledge-rich experiences that enable children to think and work like geographers. Our teaching is underpinned by Rosenshine's Principles of Instruction, ensuring that new knowledge is introduced in small steps, regularly revisited, and reinforced through questioning and modelling. Guided and independent practice enables children to develop their geographical thinking, with scaffolding gradually reduced as they build confidence and independence.

From Early Years, children explore geography through continuous provision, developing an awareness of the world and the people within it as part of "Understanding the World." In Years 1-6, children build their substantive knowledge through a progressive curriculum that aligns with the National Curriculum. We provide hands-on opportunities using maps, globes, compasses, digital resources, and fieldwork to develop disciplinary skills and geographical thinking.

Real-life stories play a crucial role in making geography meaningful. We introduce children to geographers, explorers, and environmentalists who have made an impactThese narratives help children connect geography to real-world issues, inspiring them to see themselves as future changemakers.

Planned retrieval opportunities ensure that children continually revisit and deepen their understanding of key geographical concepts. A strong focus on local geography, particularly Nottingham, helps children connect their learning to their own community, broadening their horizons and fostering a sense of belonging. Our curriculum ensures that children understand geography not just as a subject but as a way of seeing and making sense of the world around them.



Impact

By the time children leave Djanogly Sherwood Academy, they will have a comprehensive understanding of the world and the ability to think critically about geographical issues. They will be able to make meaningful connections between different places, environments, and cultures, applying their knowledge to real-world contexts. As responsible global citizens, they will recognise their role in shaping the future and feel empowered to dream big and take action.

The impact of our curriculum is measured through assessment quizzes that monitor retention of key knowledge, pupil voice discussions where children articulate their understanding and enthusiasm, and book monitoring to evaluate progress and depth of learning. Through these measures, we ensure that our children are not only prepared for the next stage of their education but are also equipped with the knowledge, skills, and confidence to engage with the world as informed, ambitious individuals.

National Curriculum

Our Geography curriculum at Sherwood Academy is carefully designed to fully meet the requirements of the UK National Curriculum for Key Stages 1 and 2. It develops children's locational knowledge, place knowledge, human and physical geography, and geographical skills through progressive study of the United Kingdom, Europe, North and South America, and contrasting global regions. Children learn to use a variety of maps, atlases, globes, and digital resources to enhance their understanding of the world.

Through a balance of classroom learning and practical fieldwork, pupils build essential skills in observation, measurement, and data presentation. Our curriculum also encourages critical thinking about environmental issues, sustainability, and the impact of human activity on the planet. This comprehensive approach prepares children with a strong geographical foundation, equipping them for the transition to Key Stage 3 and beyond.



Geography Subject Map

	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Autumn Term	Piracy - oceans, continents	London and the UK	Goose Fair		World War II - Evacuation	Biomes of Africa
Spring Term		Exploring Nottingham	India	Community - Nottingham and Awra Amba Mountains and volcanoes	The Poles	
Summer Term	Castle - Geography of Nottingham		Rainforest	Climate - Plastic Peril		London and New York

Geography Journey

Far transfer



1

- I know that maps can show places and help people find their way.
- I know that my local area has different features that I can see and talk about.
- I know that people around the world live in different types of homes and places.
- I know that people have different beliefs and celebrate in different ways.
- I know that living things grow and change, and I need to care for the environment.

2

- Nottingham is a city in the UK
- The United Kingdom is made up of England, Wales, Scotland, and Northern Ireland
- There are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia
- The 4 main compass points are North, South, East, and West
- Human features are things made by humans
- Physical features are natural things not made by humans
- London it the capital city of the UK
- in the UK we have 4 seasons - autumn, winter, spring, and summer

3

- Goose Fair is an important event for Nottingham
- India is a large country in Asia
- Climate change has an impact on all countries
- There are 5 main biomes: aquatic, desert, forest, grassland, and tundra
- There are different climate zones: tropical, dry (arid), temperate, continental, and polar.
- Nottingham is in the county of Nottinghamshire
- The river Trent runs through Nottingham
- A volcanic eruption happens when molten rock rises to the surface and erupts through openings in the Earth's crust.
- A mountain sometimes forms when tectonic plates collide.

4

- Children were evacuated from Nottingham during World War 2
- The human and physical features of Nottingham have changed a lot over time
- Arctic and Antarctic biomes are found in the Northern and Southern Hemispheres
- Climate change will have significant impacts on the Arctic and Antarctic biomes
- Africa has many different biomes including: deserts, savannas, grasslands, and forests
- Longitude is a measurement that indicates a location's distance east or west of the Prime Meridian.
- The world is divided into different time zones, with the Greenwich Meridian serving as a reference point for coordinating time across regions.

Curriculum to Inspire

Long Term Curriculum Plan – DSH 2025-28

Drivers

- Geography
- History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A	Dinosaur World	Dinosaur World	Castle Kingdom	Castle Kingdom	Pirate Perils	Pirate Perils
KS1 B	Exploring London	Exploring London	Exploring Nottingham	Exploring Nottingham	World Changers	World Changers
LKS2 A	Goose Fair	Tomb Raiders	The Spice of India	People of the Indus	Exploring Ancient Greece	Roaming in the Rainforest
LKS2 B	Stone to Bronze	Stone to Bronze	The Power of Community	Plastic Peril	Ancient Rome	Rising Fire
UKS2 A	Blitz Street	Blitz Street	Frozen Planet	Frozen Planet	The Golden Age of Islam	The Golden Age of Islam
UKS2 B	Biomes of Africa	Biomes of Africa	Industrial Revolution	Saxon Stories	Viking Sagas	The Big Apple



Geography Threads

At Djanogly Sherwood Academy, our Geography curriculum is structured into distinct threads that map progression across year groups. These threads ensure a clear and coherent journey through key geographical concepts, enabling children to build their knowledge of places, environments, and human interactions over time. This approach helps children make meaningful connections and develop a deep understanding of the world around them.



Locational Knowledge



Place Knowledge



Human and Physical Geography



Field work



Interpret geographical sources



Communicate geographical understanding



Map work



Locational knowledge

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Drawing information from a simple map. • Talking about members of their immediate family and community. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.	• I know that the United Kingdom consists of four countries: England, Scotland, Wales, and Northern Ireland, with their capital cities in London, Edinburgh, Cardiff, and Belfast, because I can identify them on a map, globe, or atlas. • I know that the world has seven continents and five oceans because I can use a range of sources, such as maps and globes, to locate and name them. • I know that Nottingham is a city in the United Kingdom because I can describe its human and physical features using simple geographical vocabulary.	• I know that the UK is located on a world map because I can use maps, globes, and atlases to find and identify it. • I know that London is a city because I can name and locate places in the UK and the wider world. • I know that London is in the south on a map of the UK because I can use maps to describe where places are. • I know that Nottingham is located in the East Midlands region of England on a map of the UK because I can identify and locate places in the locality, the UK, and the wider world using maps.	• I know that India is located on the world map in South Asia because I can locate countries using large-scale maps, aerial photographs, and digital mapping tools.	• I know that the counties and cities in the East Midlands include Nottinghamshire, Derbyshire, Leicestershire, and Northamptonshire because I can name and locate these places on a map. • I know that Nottingham is located in the United Kingdom, while Awra Amba is located in Ethiopia, each found on their respective maps of Europe and Africa, because I can locate these places on larger-scale maps and use letter/number coordinates to identify their positions. • The major rivers of the UK include the Thames, Severn, and Trent, each located in different regions of the country, and I can use maps, atlases, globes, and satellite images to locate and describe these rivers, using geographical language to explain their locations and characteristics. • The major mountains in the UK include Ben Nevis, Snowdon, and Scafell Pike, each found in distinct geographical areas, and I can use maps and atlases to locate these mountains and describe their features using geographical language, explaining their physical characteristics and locations. • Mapperley Top and Soldier Hill are hills located in Nottingham, and I can use maps to locate these hills and describe their physical features, making observations about how they have formed and changed over time.	• Some of the cities across the UK and Nottinghamshire were places from which children were evacuated, and they were sent to rural locations for safety, and I can recognise patterns in human features, explaining how these actions were influenced by the need for safety, using questions like, "Why were children sent to rural locations?" to explore the past. • Arctic and Antarctic biomes are found in the Northern and Southern Hemispheres, respectively, and I can use an atlas and maps to locate these biomes using latitude and longitude, recognising their position in relation to the Earth's hemispheres.	• Arctic and Antarctic biomes are found in the Northern and Southern Hemispheres, respectively, and I can use an atlas and maps to locate these biomes using latitude and longitude, recognising their position in relation to the Earth's hemispheres. • There are five major types of biomes: aquatic, grassland, forest, desert, and tundra, and I can name and locate these biomes on a world map, recognising their global significance and using maps and other geographical sources to explore their locations. • The different biomes across the continent of Africa can be identified and located, and I can use maps and other geographical sources to identify and locate the biomes of Africa, selecting the most appropriate sources for the task. • Aquatic biomes are areas of water, like oceans, rivers, lakes, and ponds, and I can use maps and geographical information to locate and describe aquatic biomes, recognising their significance in the environment. • Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live, and I can name and locate grasslands on maps and other geographical sources, demonstrating an understanding of their location and environmental importance. • Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands, and I can use geographical sources to locate forests on maps, recognising the differences between types of forests and their global distribution. • Deserts are very dry places with little rain, where it is often very hot during the day and cold at night, and I can identify deserts on maps, understanding their characteristics and environmental conditions using geographical sources. • Tundras are cold, treeless areas where the ground is frozen for most of the year, and I can locate tundras on maps, describing their cold climate and frozen ground using geographical sources and information. • New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks, and I can use geographical language to identify and explain these features and patterns, exploring how they interact and shape the identity of the city. • New York State is composed of several villages, contributing to its overall geographic and administrative structure, and I can demonstrate an understanding of how and why these different villages affect the state's geography and administration, recognising their similarities and differences. • Longitude is a measurement that indicates a location's distance east or west of the Prime Meridian, and I can use geographical language to explain how longitude helps identify a location's position and contributes to understanding global patterns of time and place. • The world is divided into different time zones, with the Greenwich Meridian serving as a reference point for coordinating time across regions, and I can use maps and other geographical methods to communicate how time zones divide the world and how they relate to geographical locations. •



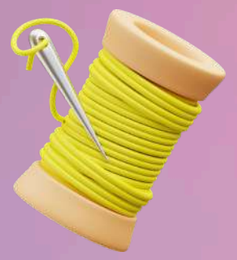
Place knowledge

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Recognising some similarities and differences between life in this country and life in other countries. • 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. • Recognising that people have different beliefs and celebrate special times in different ways. • 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.	• I know that Nottingham was originally called Snott-inga-ham and was a village before developing into a town and then a city because I can use maps and observations to understand how places change over time. • I know that Nottingham and Dunedin (New Zealand) have similarities and differences in human and physical features because I can describe them using basic geographical vocabulary and draw simple maps to compare them. • I know that Nottingham has various physical features, such as parks and rivers, and human features, including buildings and roads, because I can notice key features in my local environment and describe them. • I know that Nottingham Castle and Larnach Castle have both similarities and differences in their designs, history, and significance because I can observe and describe their key features using maps and photographs.	• I know that Nottingham features a mix of physical characteristics, such as hills and rivers, and human features, including buildings and roads, because I can use simple geographical vocabulary to describe places and their features. • I know that Nottingham and Awra Amba differ in various human and physical characteristics, including culture, climate, and geography, because I can compare and contrast similarities, differences, and patterns in various geographical contexts. • I know that Parliament is the home of UK democracy because I can ask and answer simple geographical questions about important places and their role in society.	• I know that Goose Fair is an important cultural event for Nottingham because I can observe and describe how it brings people together and is part of the city's traditions. • I know that Goose Fair brings people to Nottingham because I can measure and record how busy the area becomes during the event. • know that the capital city of India is New Delhi because I can use maps and digital tools to identify and describe key human features. • I know that the River Ganges holds significant cultural and religious importance to people in India because I can ask and answer questions about how physical features are important to people and their way of life.	• The major rivers of the UK include the Thames, Severn, and Trent, each located in different regions of the country, and I can use maps, atlases, globes, and satellite images to locate and describe these rivers, using geographical language to explain their locations and characteristics. • The major mountains in the UK include Ben Nevis, Snowdon, and Scafell Pike, each found in distinct geographical areas, and I can use maps and atlases to locate these mountains and describe their features using geographical language, explaining their physical characteristics and locations. • Mapperley Top and Soldier Hill are hills located in Nottingham, and I can use maps to locate these hills and describe their physical features, making observations about how they have formed and changed over time. • Our oceans are polluted due to human activity, and pollution affects animals and plants in the seas and oceans.	• Big factories in and around Nottingham were repurposed to support the war effort during World War II, and I can explain how human activity, such as repurposing factories in Nottingham, changed the physical environment, using different methods like writing and maps to communicate how these changes supported the war effort. • The physical and human features of the City of Nottingham have changed over time, with significant changes occurring during World War II, and I can observe and describe these changes, explaining why they occurred and using maps and written records to communicate this information. • An Arctic biome is a very cold, windy, and treeless area that remains snow-covered for much of the year, and I can interpret maps and geographical data to understand how this biome is represented and its location on thematic and digital maps.	• An Arctic biome is a very cold, windy, and treeless area that remains snow-covered for much of the year, and I can interpret maps and geographical data to understand how this biome is represented and its location on thematic and digital maps • The different biomes across the continent of Africa can be identified and located, and I can use maps and other geographical sources to identify and locate the biomes of Africa, selecting the most appropriate sources for the task. • Aquatic biomes are areas of water, like oceans, rivers, lakes, and ponds, and I can use maps and geographical information to locate and describe aquatic biomes, recognising their significance in the environment. • Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live, and I can name and locate grasslands on maps and other geographical sources, demonstrating an understanding of their location and environmental importance. • Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands, and I can use geographical sources to locate forests on maps, recognising the differences between types of forests and their global distribution. • Deserts are very dry places with little rain, where it is often very hot during the day and cold at night, and I can identify deserts on maps, understanding their characteristics and environmental conditions using geographical sources. • Tundras are cold, treeless areas where the ground is frozen for most of the year, and I can locate tundras on maps, describing their cold climate and frozen ground using geographical sources and information. • New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks, and I can use geographical language to identify and explain these features and patterns, exploring how they interact and shape the identity of the city. • London and New York City can be compared in various aspects, including their buildings, transportation systems, entertainment options, languages spoken, and levels of diversity, and I can compare maps and aerial photographs of these cities to explore their similarities and differences, asking questions like 'Why is that happening in that place?' and 'Could that happen here?' •



Human and Physical Geography

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Begin to understand the need to respect and care for the natural environment and all living things. • Exploring natural materials, indoors and outside. • Exploring and responding to different natural phenomena in their setting and on trips. • Showing care and concern for living things and the environment. • Talking about why things happen and how things work.	• I know that Nottingham has various physical features, such as parks and rivers, and human features, including buildings and roads, because I can notice key features in my local environment and describe them. • I know that Nottingham and Dunedin (New Zealand) have similarities and differences in human and physical features because I can describe them using basic geographical vocabulary and draw simple maps to compare them. • I know that Nottingham Castle and Larnach Castle have both similarities and differences in their designs, history, and significance because I can observe and describe their key features using maps and photographs.	• I know that the River Thames is a physical feature of London because I can use maps and aerial photographs to identify natural features. • I know that Nottingham features a mix of physical characteristics, such as parks and rivers, and human features, including buildings and roads, because I can use simple geographical vocabulary to describe places and their features. • I know that the weather varies in each season, with winter being typically cold, spring mild and sometimes rainy, summer warm or hot, and autumn cool and windy, because I can observe and note the features that contribute to the character of different places and record seasonal changes.	• I know that the River Ganges holds significant cultural and religious importance to people in India because I can ask and answer questions about how physical features are important to people and their way of life. • I know that India is home to a wide variety of animals, including tigers, elephants, and rhinoceroses, because I can describe key aspects of physical geography, such as wildlife and habitats. • I know that climate change has had a notable impact on India, contributing to water shortages and increased migration within the country, because I can ask and answer questions about how environmental changes affect people and places. • I know that there are different climate zones because I can use geographical language to describe and explain patterns in climate across the world. • I know that a biome is a large area characterised by its vegetation, soil, climate, and wildlife because I can describe how physical features shape different environments. • I know that there are five major types of biomes because I can name and locate these significant features on maps and describe their characteristics. • I know that the Amazon Rainforest is home to various animals because I can use geographical information, such as maps and presentations, to describe the rich wildlife found there. • I know that the Awá tribe is one of the indigenous tribes of Brazil because I can describe the links between people and their environment and explain how their way of life depends on the rainforest. • I know that deforestation is causing significant impacts on the indigenous population and the climate because I can express my opinions on environmental concerns and understand that other people may think differently.	• I know that some similarities and differences exist between living in Nottingham and Awra Amba because I can identify and describe these differences using geographical language when comparing human and physical features. • A mountain forms when tectonic plates collide, and I can use geographical language to describe how tectonic plates cause mountains to form, explaining this process when studying mountain ranges and their physical features. • An earthquake occurs when underground rock breaks, resulting in rapid motion along a fault, and I can explain the process of earthquakes using geographical language, describing how they occur and their impact on the physical environment. • A volcanic eruption happens when molten rock rises to the surface and erupts through openings in the Earth's crust, and I can describe volcanic eruptions using geographical language and explain how they form and affect the surrounding environment. • The parts of a volcano include the magma chamber, vent, crater, and lava flow, and I can use geographical terms to explain the different parts of a volcano and describe how each part contributes to the eruption process, using maps and diagrams to illustrate these features. • Our oceans are polluted due to human activity, and pollution affects animals and plants in the seas and oceans. • I can express my opinions on environmental issues and how humans can positively impact the environment through actions like conservation. • Conservation means protecting and preserving our natural environment for the future.	• Big factories in and around Nottingham were repurposed to support the war effort during World War II, and I can explain how human activity, such as repurposing factories in Nottingham, changed the physical environment, using different methods like writing and maps to communicate how these changes supported the war effort. • The physical and human features of the City of Nottingham have changed over time, with significant changes occurring during World War II, and I can observe and describe these changes, explaining why they occurred and using maps and written records to communicate this information. • Women took on traditionally male roles to support the war effort during World War II, and I can explain how these changes affected society and the workforce, using geographical language to describe how people's roles in society evolved during that time. • There are only two polar seasons, summer and winter, which are caused by the tilt of the Earth's axis and its orbit around the Sun, and I can use maps and geographical information to understand how these seasons affect the climate of polar regions and represent this information on maps.	• There are only two polar seasons, summer and winter, which are caused by the tilt of the Earth's axis and its orbit around the Sun, and I can use maps and geographical information to understand how these seasons affect the climate of polar regions and represent this information on maps. • Climate change will have significant impacts on the Arctic and Antarctic biomes, including rising temperatures and melting ice, and I can evaluate and interpret the geographical information and maps that show the impact of climate change on these biomes, using data from various sources. • Environmental issues affecting areas within Africa include litter, waste processing, solar power, and deforestation, and I can recognise geographical issues affecting people and environments in Africa, expressing and explaining my opinions on these issues while considering why others may think differently. • Aquatic biomes are areas of water, like oceans, rivers, lakes, and ponds, and I can use maps and geographical information to locate and describe aquatic biomes, recognising their significance in the environment. • Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live, and I can name and locate grasslands on maps and other geographical sources, demonstrating an understanding of their location and environmental importance. • Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands, and I can use geographical sources to locate forests on maps, recognising the differences between types of forests and their global distribution. • Deserts are very dry places with little rain, where it is often very hot during the day and cold at night, and I can identify deserts on maps, understanding their characteristics and environmental conditions using geographical sources. • Tundras are cold, treeless areas where the ground is frozen for most of the year, and I can locate tundras on maps, describing their cold climate and frozen ground using geographical sources and information. • New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks, and I can use geographical language to identify and explain these features and patterns, exploring how they interact and shape the identity of the city. • London and New York City can be compared in various aspects, including their buildings, transportation systems, entertainment options, languages spoken, and levels of diversity, and I can compare maps and aerial photographs of these cities to explore their similarities and differences, asking questions like 'Why is that happening in that place?' and 'Could that happen here?' •



Field work

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using learnt vocabulary. • Asking questions about aspects of their familiar world, such as the place where they live or the natural world. • Exploring natural materials, indoors and outside.	• I know that the four main compass points arl know that Nottingham has various physical features, such as parks and rivers, and human features, including buildings and roads, because I can notice key features in my local environment and describe them. • I know that an aerial photo is a photo taken from above because I can use aerial photographs to identify features in my local environment. • e north, south, east, and west because I can use them to follow directions and describe locations. • I know that an aerial photo is a photo taken from above because I can use aerial photographs to identify features in my local environment.	• I know that the weather varies in each season, with winter being typically cold, spring mild and sometimes rainy, summer warm or hot, and autumn cool and windy, because I can observe and note the features that contribute to the character of different places and record seasonal changes. • I know that Goose Fair is an important economic event for Nottingham because I can observe and describe how businesses and stalls are set up to sell goods and attract visitors.	• I know that Goose Fair brings people to Nottingham because I can measure and record how busy the area becomes during the event.	• Mapperley Top and Soldier Hill are hills located in Nottingham, and I can use maps to locate these hills and describe their physical features, making observations about how they have formed and changed over time.	• The physical and human features of the City of Nottingham have changed over time, with significant changes occurring during World War II, and I can observe and describe these changes, explaining why they occurred and using maps and written records to communicate this information.	• Environmental issues affecting areas within Africa include litter, waste processing, solar power, and deforestation, and I can recognise geographical issues affecting people and environments in Africa, expressing and explaining my opinions on these issues while considering why others may think differently.



Interpret geographical sources

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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.	• I know that Nottingham was originally called Snott-inga-ham and was a village before developing into a town and then a city because I can use maps and observations to understand how places change over time. • I know that Nottingham Castle and Larnach Castle have both similarities and differences in their designs, history, and significance because I can observe and describe their key features using maps and photographs. • I know that an aerial photo is a photo taken from above because I can use aerial photographs to identify features in my local environment.	• I know that the River Thames is a physical feature of London because I can use maps and aerial photographs to identify natural features. • I know that the UK is located on a world map because I can use maps, globes, and atlases to find and identify it. • I know that London is in the south on a map of the UK because I can use maps to describe where places are.	• I know that deforestation is causing significant impacts on the indigenous population and the climate because I can express my opinions on environmental concerns and understand that other people may think differently.	• A mountain forms when tectonic plates collide, and I can use geographical language to describe how tectonic plates cause mountains to form, explaining this process when studying mountain ranges and their physical features. • An earthquake occurs when underground rock breaks, resulting in rapid motion along a fault, and I can explain the process of earthquakes using geographical language, describing how they occur and their impact on the physical environment. • A volcanic eruption happens when molten rock rises to the surface and erupts through openings in the Earth's crust, and I can describe volcanic eruptions using geographical language and explain how they form and affect the surrounding environment. • The parts of a volcano include the magma chamber, vent, crater, and lava flow, and I can use geographical terms to explain the different parts of a volcano and describe how each part contributes to the eruption process, using maps and diagrams to illustrate these features.	• Some of the cities across the UK and Nottinghamshire were places from which children were evacuated, and they were sent to rural locations for safety, and I can recognise patterns in human features, explaining how these actions were influenced by the need for safety, using questions like, "Why were children sent to rural locations?" to explore the past. • Climate change will have significant impacts on the Arctic and Antarctic biomes, including rising temperatures and melting ice, and I can evaluate and interpret the geographical information and maps that show the impact of climate change on these biomes, using data from various sources.	• I can interpret maps and geographical data to understand how this biome (Arctic) is represented and its location on thematic and digital maps. • I can evaluate and interpret the geographical information and maps that show the impact of climate change on these biomes, using data from various sources. • Environmental issues affecting areas within Africa include litter, waste processing, solar power, and deforestation, and I can recognise geographical issues affecting people and environments in Africa, expressing and explaining my opinions on these issues while considering why others may think differently. • Aquatic biomes are areas of water, like oceans, rivers, lakes, and ponds, and I can use maps and geographical information to locate and describe aquatic biomes, recognising their significance in the environment. • Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live, and I can name and locate grasslands on maps and other geographical sources, demonstrating an understanding of their location and environmental importance. • Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands, and I can use geographical sources to locate forests on maps, recognising the differences between types of forests and their global distribution. • Deserts are very dry places with little rain, where it is often very hot during the day and cold at night, and I can identify deserts on maps, understanding their characteristics and environmental conditions using geographical sources. • Tundras are cold, treeless areas where the ground is frozen for most of the year, and I can locate tundras on maps, describing their cold climate and frozen ground using geographical sources and information. • New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks, and I can use geographical language to identify and explain these features and patterns, exploring how they interact and shape the identity of the city. • London and New York City can be compared in various aspects, including their buildings, transportation systems, entertainment options, languages spoken, and levels of diversity, and I can compare maps and aerial photographs of these cities to explore their similarities and differences, asking questions like 'Why is that happening in that place?' and 'Could that happen here?' •



Communicate geographical understanding

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Talking about some of the things they have observed, such as plants, animals, natural and found objects. • Talking about members of their immediate family and community. • Talk about what they see, using learnt vocabulary. • Starting to develop an understanding of growth, decay, and changes over time.	• I know that Nottingham and Dunedin (New Zealand) have similarities and differences in human and physical features because I can describe them using basic geographical vocabulary and draw simple maps to compare them. • I know that Nottingham Castle and Larnach Castle have both similarities and differences in their designs, history, and significance because I can observe and describe their key features using maps and photographs.	• I know that London is a city because I can name and locate places in the UK and the wider world. • I know that Nottingham features a mix of physical characteristics, such as parks and rivers, and human features, including buildings and roads, because I can use simple geographical vocabulary to describe places and their features. • I know that Goose Fair is an important economic event for Nottingham because I can observe and describe how businesses and stalls are set up to sell goods and attract visitors.	• I know that climate change has had a notable impact on India, contributing to water shortages and increased migration within the country, because I can ask and answer questions about how environmental changes affect people and places. • I know that deforestation is causing significant impacts on the indigenous population and the climate because I can express my opinions on environmental concerns and understand that other people may think differently.	• The major rivers of the UK include the Thames, Severn, and Trent, each located in different regions of the country, and I can use maps, atlases, globes, and satellite images to locate and describe these rivers, using geographical language to explain their locations and characteristics. • The major mountains in the UK include Ben Nevis, Snowdon, and Scafell Pike, each found in distinct geographical areas, and I can use maps and atlases to locate these mountains and describe their features using geographical language, explaining their physical characteristics and locations. • Mapperley Top and Soldier Hill are hills located in Nottingham, and I can use maps to locate these hills and describe their physical features, making observations about how they have formed and changed over time. • A mountain forms when tectonic plates collide, and I can use geographical language to describe how tectonic plates cause mountains to form, explaining this process when studying mountain ranges and their physical features. • An earthquake occurs when underground rock breaks, resulting in rapid motion along a fault, and I can explain the process of earthquakes using geographical language, describing how they occur and their impact on the physical environment. • A volcanic eruption happens when molten rock rises to the surface and erupts through openings in the Earth's crust, and I can describe volcanic eruptions using geographical language and explain how they form and affect the surrounding environment. • The parts of a volcano include the magma chamber, vent, crater, and lava flow, and I can use geographical terms to explain the different parts of a volcano and describe how each part contributes to the eruption process, using maps and diagrams to illustrate these features. • I can use technology and various methods to communicate information about ocean pollution. • I can express my opinions on environmental issues and how humans can positively impact the environment through actions like conservation.	• Big factories in and around Nottingham were repurposed to support the war effort during World War II, and I can explain how human activity, such as repurposing factories in Nottingham, changed the physical environment, using different methods like writing and maps to communicate how these changes supported the war effort. • The physical and human features of the City of Nottingham have changed over time, with significant changes occurring during World War II, and I can observe and describe these changes, explaining why they occurred and using maps and written records to communicate this information. • Women took on traditionally male roles to support the war effort during World War II, and I can explain how these changes affected society and the workforce, using geographical language to describe how people's roles in society evolved during that time.	• I can use maps and geographical information to understand how these seasons affect the climate of polar regions and represent this information on maps. • I can evaluate and interpret the geographical information and maps that show the impact of climate change on these biomes, using data from various sources. • Environmental issues affecting areas within Africa include litter, waste processing, solar power, and deforestation, and I can recognise geographical issues affecting people and environments in Africa, expressing and explaining my opinions on these issues while considering why others may think differently. • Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live, and I can name and locate grasslands on maps and other geographical sources, demonstrating an understanding of their location and environmental importance. • Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands, and I can use geographical sources to locate forests on maps, recognising the differences between types of forests and their global distribution. • Deserts are very dry places with little rain, where it is often very hot during the day and cold at night, and I can identify deserts on maps, understanding their characteristics and environmental conditions using geographical sources. • Tundras are cold, treeless areas where the ground is frozen for most of the year, and I can locate tundras on maps, describing their cold climate and frozen ground using geographical sources and information. • New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks, and I can use geographical language to identify and explain these features and patterns, exploring how they interact and shape the identity of the city. • The world is divided into different time zones, with the Greenwich Meridian serving as a reference point for coordinating time across regions, and I can use maps and other geographical methods to communicate how time zones divide the world and how they relate to geographical locations. • London and New York City can be compared in various aspects, including their buildings, transportation systems, entertainment options, languages spoken, and levels of diversity, and I can compare maps and aerial photographs of these cities to explore their similarities and differences, asking questions like 'Why is that happening in that place?' and 'Could that happen here?'



Map work

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Drawing information from a simple map. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.	• I know that the United Kingdom consists of four countries: England, Scotland, Wales, and Northern Ireland, with their capital cities in London, Edinburgh, Cardiff, and Belfast, because I can identify them on a map, globe, or atlas. • I know that Nottingham was originally called Snott-inga-ham and was a village before developing into a town and then a city because I can use maps and observations to understand how places change over time. • I know that Nottingham and Dunedin (New Zealand) have similarities and differences in human and physical features because I can describe them using basic geographical vocabulary and draw simple maps to compare them. • I know that Nottingham Castle and Larnach Castle have both similarities and differences in their designs, history, and significance because I can observe and describe their key features using maps and photographs.	• I know that the UK is located on a world map because I can use maps, globes, and atlases to find and identify it. • I know that London is in the south on a map of the UK because I can use maps to describe where places are. • I know that Nottingham is located in the East Midlands region of England on a map of the UK because I can identify and locate places in the locality, the UK, and the wider world using maps.	• I know that India is located on the world map in South Asia because I can locate countries using large-scale maps, aerial photographs, and digital mapping tools. • know that the capital city of India is New Delhi because I can use maps and digital tools to identify and describe key human features. • I know that there are five major types of biomes because I can name and locate these significant features on maps and describe their characteristics. • I know that the Amazon Rainforest is home to various animals because I can use geographical information, such as maps and presentations, to describe the rich wildlife found there	• I know that Nottingham is located in the United Kingdom, while Awra Amba is located in Ethiopia, each found on their respective maps of Europe and Africa, because I can locate these places on larger-scale maps and use letter/number coordinates to identify their positions. • The major rivers of the UK include the Thames, Severn, and Trent, each located in different regions of the country, and I can use maps, atlases, globes, and satellite images to locate and describe these rivers, using geographical language to explain their locations and characteristics. • The major mountains in the UK include Ben Nevis, Snowdon, and Scafell Pike, each found in distinct geographical areas, and I can use maps and atlases to locate these mountains and describe their features using geographical language, explaining their physical characteristics and locations. • Mapperley Top and Soldier Hill are hills located in Nottingham, and I can use maps to locate these hills and describe their physical features, making observations about how they have formed and changed over time. • The parts of a volcano include the magma chamber, vent, crater, and lava flow, and I can use geographical terms to explain the different parts of a volcano and describe how each part contributes to the eruption process, using maps and diagrams to illustrate these features.	• The physical and human features of the City of Nottingham have changed over time, with significant changes occurring during World War II, and I can observe and describe these changes, explaining why they occurred and using maps and written records to communicate this information. • Arctic and Antarctic biomes are found in the Northern and Southern Hemispheres, respectively, and I can use an atlas and maps to locate these biomes using latitude and longitude, recognising their position in relation to the Earth's hemispheres. • There are only two polar seasons, summer and winter, which are caused by the tilt of the Earth's axis and its orbit around the Sun, and I can use maps and geographical information to understand how these seasons affect the climate of polar regions and represent this information on maps. • An Arctic biome is a very cold, windy, and treeless area that remains snow-covered for much of the year, and I can interpret maps and geographical data to understand how this biome is represented and its location on thematic and digital maps.	• can use an atlas and maps to locate these biomes using latitude and longitude, recognising their position in relation to the Earth's hemispheres. • I can use maps and geographical information to understand how these seasons affect the climate of polar regions and represent this information on maps. • Significant rivers and mountain ranges can be identified and located on a world map, and I can use a range of maps and other sources of geographical information to locate these rivers and mountain ranges, selecting the most appropriate maps for the task. • There are five major types of biomes: aquatic, grassland, forest, desert, and tundra, and I can name and locate these biomes on a world map, recognising their global significance and using maps and other geographical sources to explore their locations. • The different biomes across the continent of Africa can be identified and located, and I can use maps and other geographical sources to identify and locate the biomes of Africa, selecting the most appropriate sources for the task. • Aquatic biomes are areas of water, like oceans, rivers, lakes, and ponds, and I can use maps and geographical information to locate and describe aquatic biomes, recognising their significance in the environment. • Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live, and I can name and locate grasslands on maps and other geographical sources, demonstrating an understanding of their location and environmental importance. • Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands, and I can use geographical sources to locate forests on maps, recognising the differences between types of forests and their global distribution. • Deserts are very dry places with little rain, where it is often very hot during the day and cold at night, and I can identify deserts on maps, understanding their characteristics and environmental conditions using geographical sources. • Tundras are cold, treeless areas where the ground is frozen for most of the year, and I can locate tundras on maps, describing their cold climate and frozen ground using geographical sources and information. • New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks, and I can use geographical language to identify and explain these features and patterns, exploring how they interact and shape the identity of the city. • London and New York City can be compared in various aspects, including their buildings, transportation systems, entertainment options, languages spoken, and levels of diversity, and I can compare maps and aerial photographs of these cities to explore their similarities and differences, asking questions like 'Why is that happening in that place?' and 'Could that happen here?'



Vocabulary

Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Population: the total number of people in a specific area or group • Physical features: the characteristics or aspects of the natural world, such as mountains, rivers, and forests • Human features: human-made things you can see around you • Equator: an imaginary line around the middle of a planet • Aerial photograph: a photo taken from above • Physical features: the characteristics or aspects of the natural world, such as mountains, rivers, and forests • Human features: human-made things you can see around you • Detached: a house that stands alone by itself • Semi-detached: two houses that are connected and share a common wall • Map key: a guide which explains what the symbols on the map mean	• City: a big and busy place where lots of people live and work • Atlas: a book that shows us all the countries, cities, and places • Transportation: how we move from one place to another • Democracy: everyone in a group or a country gets to vote and share their ideas to decide important things together • Physical features: the natural parts of our world, like mountains, rivers, and forests • Human features: human-made things you can see around you • Seasons: the different times of the year. In the UK we have spring, summer, autumn, and winter • Local: things that are nearby or close to where you live • National: things that belong to the entire country	• Economy: having to do with the money system • Culture: the characteristics and knowledge of a particular group of people, including language, religion, food, social habits, music and arts. • Land use: how humans use a piece of land – residential, commercial or industrial • Climate: the weather conditions prevailing in an area in general or over a long period • Migration: movement from one place to another • Settlement: A place where humans live permanently • Region: an area, especially part of a country or the world having definable characteristics • Source: where something is originally from • Biome: a large area characterised by its vegetation, soil, climate and wildlife • Deforestation: the action of clearing a wide area of trees • Indigenous: people or things belong to the country in which they are found, rather than coming there or being brought there from another country • Fauna: the animal life that lives in an area • Climate Zone: areas with distinct climates	• Community: A group of people who live in the same place and share things • County: A larger area of land within a country, usually made up of towns and cities, that is managed by a local government. • Sketch map: A simple drawing of a place or area, showing important features like roads, rivers, or buildings, usually not to scale. • Region: an area, especially part of a country or the world having definable characteristics • Summit: the highest point of a mountain • Eruption: a sudden and violent release of magma, gases, and ash from a volcano • Displaced: the state of being moved or forced to leave a usual or original place • Topographical: relating to the detailed physical features of a region or surface, often depicted on a topographic map • Plastic pollution: the presence of plastic waste, like bags, bottles, and fragments, in the environment • Microplastics: tiny, almost invisible pieces of plastic that result from the breakdown of larger plastic items • Biodiversity: the variety of different plant and animal species in a particular habitat or ecosystem • Conservation: the practice of protecting and preserving the natural environment	• Evacuation: moving people away from an area where they are in danger to a safer area • Land girl: a girl or woman who does farm work, esp in wartime • Repurposed: to use something for a different purpose to the one for which it was originally intended • Demographic: basic facts about a group of people, like their age, gender, and income • Hemisphere: a half of the earth, usually as divided into northern and southern halves by the equator • Latitude: Latitude measures the distance north or south of the equator • Longitude: measures distance east or west of the prime meridian • Polar Vortex: A swirling mass of cold air centered around the Earth's poles • Ecosystem: A community of living organisms	• Biome: A large area of the Earth with similar plants, animals, and weather that makes it different from other areas • Biodiverse: An environment that contains a rich variety of different species and ecosystem • Archipelago: A group or chain of islands clustered together in a specific geographic area • Adaptive capacity: The ability of an organism, population, or system to adjust and thrive in response to changing environmental conditions • Endemic life: • Species that are native and exclusive to a particular geographic region, found nowhere else in the world • Contour lines: lines on a map connecting points of equal elevation • Prime meridian: an imaginary line that helps us measure time and divides the Earth into the Eastern and Western Hemispheres • Time zone: a region on Earth where people use the same time, helping us keep track of time around the world • Longitude: a way to measure how far east or west a place is from the Prime Meridian • Urban: relating to cities, where many people live close together • Economy: about how people make, trade, and use things they need, like money and jobs



Curriculum Assessment

Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• How many continents are there? • How many oceans are there? • What are the four main compass points? • What is the equator? • What is the capital city of England? • What is an aerial photograph? • What was Nottingham first called? • Is this house a detatched house or a semi-detached house?	• What is the capital city of the UK? • Where is the home of UK democracy? • What does democracy mean? • What is the name of the river that flows through London? • Can you find London on this map? • Can you find Nottingham on a map of the UK? • What are physical features? • What are human features? • What is the order of the seasons in the UK, starting from the beginning of the year?	• Where is Goose Fair held? • Why is Goose Fair a good event for Nottingham? • What negative impact does Goose Fair have on Nottingham? • What does land use mean? • Where is India on this map? • What is the capital city of India? • What is the name of the largest river in India? • What is the impact of climate change on India? • What fauna lives in India? • What is a biome? • How many main types of biomes are there? • Which area of the world does the indigenous Awá tribe live in? • What does deforestation mean? • What is a consequence of deforestation?	• Which of the following is a similarity between living in Nottingham and Awra Amba? • What is the name of a county in the East Midlands region? • What is an example of a physical feature of Nottingham and Awra Amba? • On which continent is Awra Amba located? • Which river is the longest in the UK? • In which part of the UK is Ben Nevis located? • What geological process forms a mountain? • What is the primary cause of an earthquake? • How is a volcano eruption typically triggered? • Why are our oceans polluted with plastic? • How does pollution affect animals and plants in the seas and oceans? • What is one example of how humans can improve the situation of ocean pollution? • What does "conservation" mean?	• Which of these places were children evacuated from? • During World War II, what were factories around Nottingham repurposed for? • Which of these places were children from Nottingham evacuated? • In World War II, where were children evacuated? • What are the names of the imaginary horizontal lines running parallel on the Earth? • What are fossil fuels? • What will happen to the Polar Regions if the earth continues to heat up? • Which of these accurately describes the Arctic biome?	• What is the definition of a grassland? • What is the definition of an aquatic biome? • What is the definition of a forest biome? • What is the definition of a desert biome? • What is the definition of a tundra? • What environmental issue affects Africa? • What are some of the features of New York City? • What is New York state primarily made up of? • What is longitude a measurement of? • What is the Greenwich meridian? • How do London and New York City compare in terms of their features?

Curriculum to Inspire



KS1 A Geography Spring 1

Environment Concerns



Dr Diva Amon – Marine Biologist



- Nottingham is a city in the United Kingdom
- The United Kingdom consists of four countries: England, Scotland, Wales, and Northern Ireland, with their capital cities being London, Edinburgh, Cardiff, and Belfast, respectively.
- The world has seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America, as well as five oceans: the Arctic, Atlantic, Indian, Pacific, and Southern.
- The four main compass points are north, south, east, and west.
- There are both hot and cold areas of the world.
- Hot areas of the world are located around the equator.



- Population: the total number of people in a specific area or group
- Physical features: the characteristics or aspects of the natural world, such as mountains, rivers, and forests
- Human features: human-made things you can see around you
- Equator: an imaginary line around the middle of a planet



- Describe human and physical features of places using simple geographical vocabulary.
- Identify countries and capital cities on a map, globe, or atlas.
- Use a range of sources, such as maps and globes, to locate and name continents and oceans.
- Use the four main compass points (north, south, east, and west) to follow directions and describe locations.
- Observe and describe the physical features that make places different.
- Use maps and atlases to find and describe locations



- How many continents are there?
- How many oceans are there?
- What are the four main compass points?
- What is the equator?
- What is the capital city of England?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Nottingham



Karl Shakur - aerial photographer



- An aerial photo is a photo taken from above.
- Nottingham has various physical features, such as parks and rivers, and human features, including buildings and roads.
- Nottingham was originally called Snott-inga-ham and was a village before developing into a town and then a city.
- Nottingham and Dunedin (New Zealand) have similarities and differences in human and physical features, which can be described using basic geographical vocabulary.
- Nottingham Castle and Larnach Castle have both similarities and differences in their designs, history, and significance.



- Aerial photograph: a photo taken from above
- Physical features: the characteristics or aspects of the natural world, such as mountains, rivers, and forests
- Human features: human-made things you can see around you
- Detached: a house that stands alone by itself
- Semi-detached: two houses that are connected and share a common wall
- Map key: a guide which explains what the symbols on the map mean



- Use aerial photographs to identify features in the local environment.
- Notice and describe key physical and human features in the local environment.
- Use maps and observations to understand how places change over time.
- Describe similarities and differences between places using basic geographical vocabulary and simple maps.
- Observe and describe key features of places using maps and photographs.

Fieldwork



- What is an aerial photograph?
- What was Nottingham first called?
- Is this house a detatched house or a semi-detached house?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Nottingham



Gillian Rose - Geographer



- Nottingham is located in the East Midlands region of England on a map of the UK.
- Nottingham features a mix of physical characteristics, such as hills and rivers, and human features, including buildings and roads.
- Nottingham and Awra Amba differ in various human and physical characteristics, including culture, climate, and geography.
- The order of the seasons in the UK is winter, spring, summer, and autumn.
- The weather varies in each season: winter is typically cold, spring is mild and sometimes rainy, summer is warm or hot, and autumn can be cool and windy.



- Physical features: the natural parts of our world, like mountains, rivers, and forests
- Human features: human-made things you can see around you
- Seasons: the different times of the year. In the UK we have spring, summer, autumn, and winter
- Local: things that are nearby or close to where you live
- National: things that belong to the entire country



- Identify and locate places in the locality, the UK, and the wider world using maps.
- Use simple geographical vocabulary to describe places and their features.
- Observe and note the features that contribute to the character of different places, including seasonal changes.
- Compare and contrast similarities, differences, and patterns in various geographical contexts.
- Recognise and describe seasonal and daily weather patterns.

Fieldwork



- Can you find Nottingham on a map of the UK?
- What are physical features?
- What are human features?
- What is the order of the seasons in the UK, starting from the beginning of the year?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



Power



Jess Dante - London vlogger



- The UK is located on a world map.
- London is a city.
- London is in the south on a map of the UK.
- The River Thames is a physical feature of London.
- Parliament is the home of UK democracy.
- The London Underground is a mode of transport.



- City: a big and busy place where lots of people live and work
- Atlas: a book that shows us all the countries, cities, and places
- Transportation: how we move from one place to another
- Democracy: everyone in a group or a country gets to vote and share their ideas to decide important things together



- Use maps, globes, and atlases to find and identify places.
- Name and locate places in the UK and the wider world.
- Use maps to describe where places are.
- Use maps and aerial photographs to identify physical and human features.
- Ask and answer simple geographical questions about important places and their role in society.
- Investigate how people travel in different places and express views about transport and the environment.



- What is the capital city of the UK?
- Where is the home of UK democracy?
- What does democracy mean?
- What is the name of the river that flows through London?
- Can you find London on this map?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

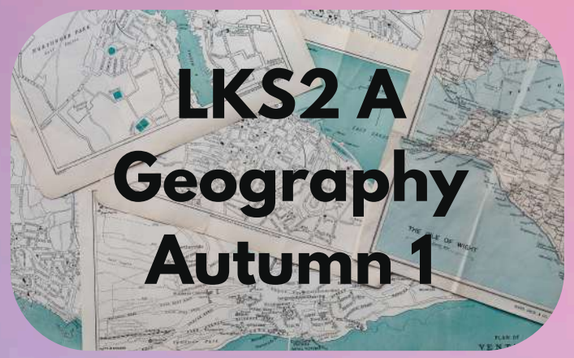


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Nottingham



Albert Lin- Explorer



- Goose Fair is an important cultural event for Nottingham.
- Goose Fair brings people to Nottingham.
- Goose Fair is an important economic event for Nottingham.



- Economy: having to do with the money system
- Culture: the characteristics and knowledge of a particular group of people, including language, religion, food, social habits, music and arts.
- Land use: how humans use a piece of land – residential, commercial or industrial



- Observe and describe human features in the local area, including cultural and economic events.
- Measure and record how places change during events such as fairs or festivals.
- Use maps and digital mapping tools to describe features linked to cultural events.

Fieldwork



- Where is Goose Fair held?
- Why is Goose Fair a good event for Nottingham?
- What negative impact does Goose Fair have on Nottingham?
- What does land use mean?



Substantive Knowledge



Disciplinary Knowledge



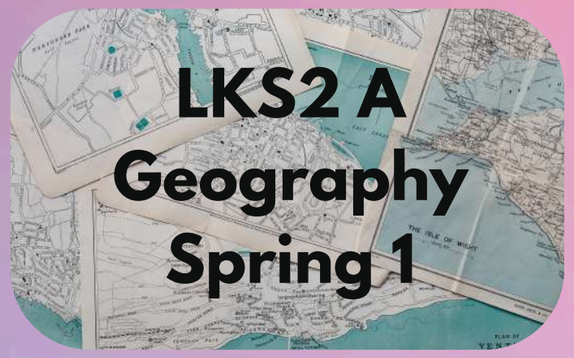
Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



Environmental Concerns



Aakash Ranison– Eco Travel Vlogger



- India is located on the world map in South Asia.
- The capital city of India is New Delhi.
- The river Ganges holds significant importance to the Indian population, both culturally and religiously.
- India is home to a wide variety of fauna, including tigers, elephants, and rhinoceroses.
- Climate change has had a notable impact on India, contributing to water shortages and increased migration within the country.



- Climate: the weather conditions prevailing in an area in general or over a long period
- Migration: movement from one place to another
- Settlement: A place where humans live permanently
- Region: an area, especially part of a country or the world having definable characteristics
- Source: where something is originally from



- Locate countries using large-scale maps, aerial photographs, and digital/computer mapping tools.
- Identify and describe key human and physical features using maps and digital tools.
- Ask and answer questions about how physical and human geography affect people and places.
- Describe key aspects of physical geography, including wildlife and habitats.



- Where is India on this map?
- What is the capital city of India?
- What is the name of the largest river in India?
- What is the impact of climate change on India?
- What fauna lives in India?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

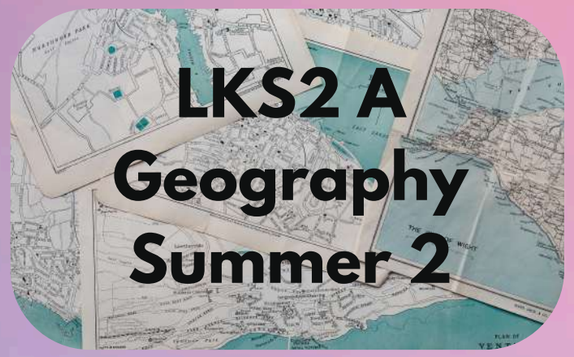


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Environmental Concerns



Nay Elaine – Wildlife Conservationist



- There are different climate zones.
- A biome is a large area characterised by its vegetation, soil, climate, and wildlife.
- There are 5 major types of biomes.
- The Amazon Rainforest is home to various fauna.
- The Awá tribe is one of the indigenous tribes of Brazil.
- Deforestation is causing significant impacts on the indigenous population and the climate.



- Biome: a large area characterised by its vegetation, soil, climate and wildlife
- Deforestation: the action of clearing a wide area of trees
- Indigenous: people or things belong to the country in which they are found, rather than coming there or being brought there from another country
- Fauna: the animal life that lives in an area
- Climate Zone: areas with distinct climates



- Use geographical language to describe and explain patterns in climate and physical features.
- Name and locate significant features, such as biomes, on maps and describe their characteristics.
- Describe the links between people and environments, including how lifestyles depend on physical features.
- Express opinions on environmental concerns and understand that others may have different views.
- Communicate geographical information using methods such as digital maps, presentations, and graphs.



- What is a biome?
- How many main types of biomes are there?
- Which area of the world does the indigenous Awá tribe live in?
- What does deforestation mean?
- What is a consequence of deforestation?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Nottigham



Zumra Nuru - Awra Amba founder



- Some similarities and differences exist between living in Nottingham and Awra Amba.
- The counties and cities in the East Midlands include Nottinghamshire, Derbyshire, Leicestershire, and Northamptonshire.
- Nottingham is located in the United Kingdom, while Awra Amba is located in Ethiopia, each found on their respective maps of Europe and Africa.



- Community: A group of people who live in the same place and share things
- County: A larger area of land within a country, usually made up of towns and cities, that is managed by a local government.
- Sketch map: A simple drawing of a place or area, showing important features like roads, rivers, or buildings, usually not to scale.
- Region: an area, especially part of a country or the world having definable characteristics



- Identify and describe similarities, differences, and patterns when comparing places and features.
- Name and locate a wider range of places in their locality, the UK, and the wider world.
- Locate places on larger-scale maps and use letter/number coordinates to identify features.
- Use geographical language to describe aspects of human and physical features.
- Ask and answer more detailed geographical questions when investigating different places and environments.
- Create simple sketch maps of an area to show key features.

Fieldwork



- Which of the following is a similarity between living in Nottingham and Awra Amba?
- What is the name of a county in the East Midlands region?
- What is an example of a physical feature of Nottingham and Awra Amba?
- On which continent is Awra Amba located?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Nottigham



Arianna Soldati - Volcanologist



- The major rivers of the UK include the Thames, Severn, and Trent, each located in different regions of the country.
- The major mountains in the UK include Ben Nevis, Snowdon, and Scafell Pike, each found in distinct geographical areas.
- Mapperley Top and Soldier Hill are hills located in Nottingham.
- A mountain forms when tectonic plates collide.
- An earthquake occurs when underground rock breaks, resulting in rapid motion along a fault.
- A volcanic eruption happens when molten rock rises to the surface and erupts through openings in the Earth's crust.
- The parts of a volcano include the magma chamber, vent, crater, and lava flow.



- Summit: the highest point of a mountain
- Eruption: a sudden and violent release of magma, gases, and ash from a volcano
- Displaced: the state of being moved or forced to leave a usual or original place
- Topographical: relating to the detailed physical features of a region or surface, often depicted on a topographic map



- Use geographical language to describe some aspects of human and physical features, such as rivers, mountains, and volcanoes.
- Make observations about the physical features of different areas and how they have formed, like mountains and hills, and how they change over time.
- Use maps, atlases, globes, and satellite images to locate and describe key geographical features, such as rivers, mountains, and volcanoes.
- Understand why a key is needed on maps to explain the meaning of symbols, and apply standard symbols from an OS map to represent geographical features.



- Which river is the longest in the UK?
- In which part of the UK is Ben Nevis located?
- What geological process forms a mountain?
- What is the primary cause of an earthquake?
- How is a volcano eruption typically triggered?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

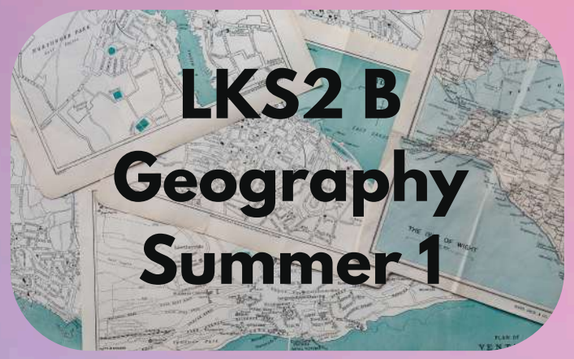


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Environmental Concerns



Boyan Slat - The Ocean Cleanup



- Our oceans are polluted due to human activity.
- Pollution affects animals and plants in the seas and oceans.
- Humans can improve this situation through various actions.
- Conservation means the practice of protecting and preserving our natural environment.



- Plastic pollution: the presence of plastic waste, like bags, bottles, and fragments, in the environment
- Microplastics: tiny, almost invisible pieces of plastic that result from the breakdown of larger plastic items
- Biodiversity: the variety of different plant and animal species in a particular habitat or ecosystem
- Conservation: the practice of protecting and preserving the natural environment



- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively
- Communicate geographical information through a range of methods including the use of technology



- Why are our oceans polluted with plastic?
- How does pollution affect animals and plants in the seas and oceans?
- What is one example of how humans can improve the situation of ocean pollution?
- What does "conservation" mean?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



UKS2 A Geography Autumn 2

Nottingham



Amelia King – Land Girl



- Some of the cities across the UK and Nottinghamshire were places from which children were evacuated, and they were sent to rural locations for safety.
- Big factories in and around Nottingham were repurposed to support the war effort during World War II.
- The physical and human features of the City of Nottingham have changed over time, with significant changes occurring during World War II.
- Women took on traditionally male roles to support the war effort during World War II.



- Evacuation: moving people away from an area where they are in danger to a safer area
- Land girl: a girl or woman who does farm work, esp in wartime
- Repurposed: to use something for a different purpose to the one for which it was originally intended
- Demographic: basic facts about a group of people, like their age, gender, and income



- I can recognise patterns in human features, explaining how these actions were influenced by the need for safety.
- I can explain how human activity changed the physical environment, using different methods like writing and maps to communicate how these changes supported the war effort.
- I can observe and describe changes in physical and human features, explaining why they occurred and using maps and written records to communicate this information.
- I can explain how changes in society, such as women taking on traditionally male roles, affected society and the workforce, using geographical language to describe how people's roles in society evolved during World War II.

Fieldwork



- Which of these places were children evacuated from?
- During World War II, what were factories around Nottingham repurposed for?
- Which of these places were children from Nottingham evacuated?
- In World War II, where were children evacuated?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

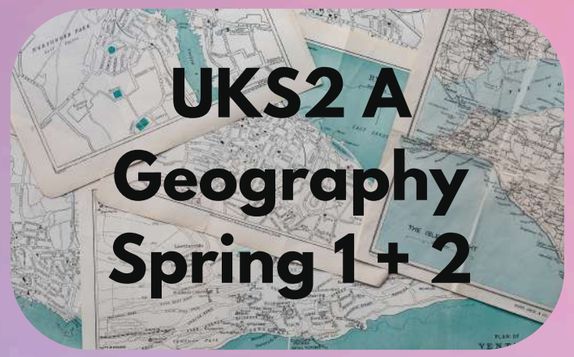


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Environmental Concerns



Sir Edmund Hillary - Explorer



- Arctic and Antarctic biomes are found in the Northern and Southern Hemispheres, respectively.
- There are only two polar seasons, summer and winter, which are caused by the tilt of the Earth's axis and its orbit around the Sun.
- An Arctic biome is a very cold, windy, and treeless area that remains snow-covered for much of the year.
- Climate change will have significant impacts on the Arctic and Antarctic biomes, including rising temperatures and melting ice.



- Hemisphere: a half of the earth, usually as divided into northern and southern halves by the equator
- Latitude: Latitude measures the distance north or south of the equator
- Longitude: measures distance east or west of the prime meridian
- Polar Vortex: A swirling mass of cold air centered around the Earth's poles
- Ecosystem: A community of living organisms



- Use an atlas and maps to locate places using latitude and longitude.
- Recognise an increasing range of OS symbols on maps and locate features using 6-figure grid references.
- Name and locate an extensive range of places in the world, including globally and topically significant features.
- Develop views and attitudes to critically evaluate responses to global issues and events.
- Interpret a wider range of geographical information and maps, including scale, projections, thematic, and digital maps.

Fieldwork



- What are the names of the imaginary horizontal lines running parallel on the Earth?
- What are fossil fuels?
- What will happen to the Polar Regions if the earth continues to heat up?
- Which of these accurately describes the Arctic biome?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Environmental Concerns



Catherine Nakalembe - NASA harvest Africa Lead



- Significant rivers and mountain ranges can be identified and located on a world map.
- There are five major types of biomes: aquatic, grassland, forest, desert, and tundra
- The different biomes across the continent of Africa can be identified and located.
- Environmental issues affecting areas within Africa include litter, waste processing, solar power, and deforestation.
- Aquatic biomes are areas of water, like oceans, rivers, lakes, and ponds
- Grasslands are large open areas covered mostly with grasses and a few trees, where many animals live
- Forests are areas with lots of trees, plants, and animals. They can be warm and wet, like rainforests, or cooler, like woodlands.
- Deserts are very dry places with little rain, where it is often very hot during the day and cold at night.
- Tundras are cold, treeless areas where the ground is frozen for most of the year.



- Biome: A large area of the Earth with similar plants, animals, and weather that makes it different from other areas
- Biodiverse: An environment that contains a rich variety of different species and ecosystem
- Archipelago: A group or chain of islands clustered together in a specific geographic area
- Adaptive capacity: The ability of an organism, population, or system to adjust and thrive in response to changing environmental conditions
- Endemic life:
- Species that are native and exclusive to a particular geographic region, found nowhere else in the world
- Contour lines: lines on a map connecting points of equal elevation



- Use a range of maps and other sources of geographical information and select the most appropriate for the task.
- Name and locate an increasing range of places in the world, including globally and topically significant features.
- Recognise geographical issues affecting people in different places and environments.
- Express and explain their opinions on geographical and environmental issues and recognise why other people might think differently.
- Use an 8 compass points confidently.

Fieldwork



- What is the definition of a grassland?
- What is the definition of an aquatic biome?
- What is the definition of a forest biome?
- What is the definition of a desert biome?
- What is the definition of a tundra?
- What environmental issue affects Africa?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

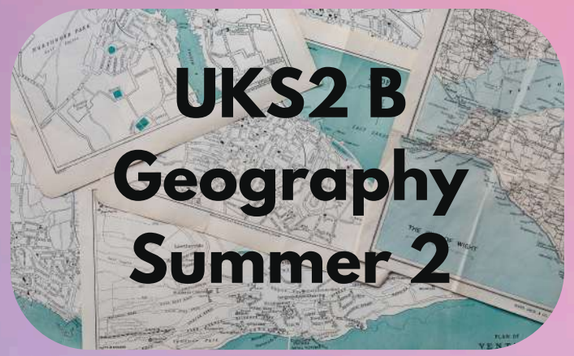


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Innovators



Casey Neistat - NYC Vlogger



- New York City is characterised by a variety of physical and human features, including its iconic skyline, diverse population, and cultural landmarks.
- New York State is composed of several villages, contributing to its overall geographic and administrative structure.
- Longitude is a measurement that indicates a location's distance east or west of the Prime Meridian.
- The world is divided into different time zones, with the Greenwich Meridian serving as a reference point for coordinating time across regions.
- London and New York City can be compared in various aspects, including their buildings, transportation systems, entertainment options, languages spoken, and levels of diversity.



- Prime meridian: an imaginary line that helps us measure time and divides the Earth into the Eastern and Western Hemispheres
- Time zone: a region on Earth where people use the same time, helping us keep track of time around the world
- Longitude: a way to measure how far east or west a place is from the Prime Meridian
- Urban: relating to cities, where many people live close together
- Economy: about how people make, trade, and use things they need, like money and jobs



- Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, place, and environments.
- Demonstrate understanding of how and why some features or places are similar or different and how and why they change.
- Use geographical language to explain how longitude helps identify a location's position and contributes to understanding global patterns of time and place.
- Use maps and other geographical methods to communicate how time zones divide the world and how they relate to geographical locations.
- Compare maps with aerial photographs.
- Choose from a range of methods, for example, digital maps, plans, maps, and presentations, when communicating information.



- What are some of the features of New York City?
- What is New York state primarily made up of?
- What is longitude a measurement of?
- What is the Greenwich meridian?
- How do London and New York City compare in terms of their features?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Geographers



Dr Diva Amon – Marine Biologist



Karl Shakur - aerial photographer



Jess Dante - London vlogger



Gillian Rose - Geographer



Albert Lin- Explorer



Aakash Ranison– Eco Travel Vlogger

Geographers



Nay Elaine – Wildlife Conservationist



Zumra Nuru - Awra Amba founder



Arianna Soldati - Volcanologist



Boyan Slat - The Ocean Cleanup



Amelia King – Land Girl



Sir Edmund Hillary - Explorer

Geographers



Catherine Nakalembe - NASA harvest Africa Lead



Casey Neistat - NYC Vlogger

SEND in Geography

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
• Retaining information/meaning of vocabulary • Literacy skills – ability to read information e.g. in atlas, difficulties with writing	• Retrieval questions to be used at the beginning of each lesson and within lessons where suitable • Pre-teach to understand vocabulary or subject content • Key words dual coded on display boards • Writing frames to be used	• Difficulties using language/expressing themselves • Difficulties with processing language.	• Sentence starters/modelled language • Repetition/stem sentences • Opportunities to express ideas in various way- not just verbal • Simplified step by step instructions -chunking, learning mats

SEND in Geography

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
• Visual difficulties • Recording information • Other sensory needs	• Ensure documents are enlarged • Magnifier used • Online resources to zoom in and out • ICT resources to be used so children can record online • Talking tins • Physical resources e.g. maps, compasses, globes	• Low self-esteem – often withdraw from challenges • Distressed by new experiences or triggered by specific topics	• Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible. • Children to be introduced to area/environment e.g. thorough photos or social story before trips/visits • Ensure content being used in lesson is considered and approached in a sensitive manner.

Non Negotiables that need to be in place in all lessons/classrooms when teaching geography
1. Dual coded word mats and key words displayed
2. Various ways to record information – videos, voice notes, drawings
3. Physical resources for children to explore – globes, maps etc

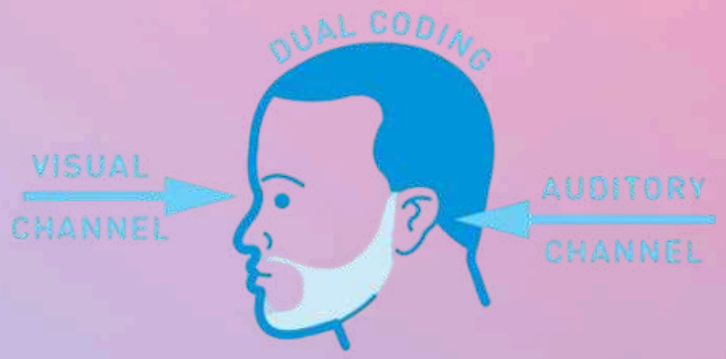
EAL in Geography

At Djanogly Sherwood Academy, we are committed to ensuring that all children, including those who are learning English as an additional language (EAL), can fully access our curriculum. On entry, EAL children are assessed using FlashAcademy. If they are graded A or B, they continue to use FlashAcademy to support their English development until they progress to a higher level. These children are included in curriculum lessons that they can access, and are never excluded from learning opportunities. To support understanding, we use iPads for translation, dual coding on slides to combine visuals and text, and subtitles on PowerPoint presentations. Our teaching and learning approach ensures that teacher input is clear, simple, and accessible to all, enabling EAL children to thrive alongside their peers.

FlashAcademy®

EAL + ENGLISH + MFL









Teaching + Learning

Prepare

We plan from the big picture, ensuring strong subject knowledge, clear links, high expectations for behaviour, and strong relationships with our class.

Learn

We teach new knowledge using Rosenshine's principles to build understanding step by step.

Reinforce

We use rich hinterland content to deepen learning and make it memorable.

Retrieve

We regularly revisit and check knowledge to ensure it sticks over time.

Create

We give children opportunities to apply their knowledge through purposeful outcomes such as presentations, debates, or written work.

Conceptual Strands

Women in History

It's important that our children learn about women in history to inspire a sense of belonging and recognise the vital contributions women have made to societal progress.

Innovators

Our children learn about innovators to inspire creativity and problem-solving, helping them understand the pivotal role of innovation in the progress of the human story and its impact on society.

Nottingham

Our children learn about our city, Nottingham, to foster a sense of belonging and appreciation for the local history and community.

Environmental Concerns

Our children learn about environmental concerns to foster a sense of belonging to the global community, inspiring them to take action and help protect the world for future generations

Power

Our children learn about the concept of power to foster a sense of belonging to the local and global community and empower them to become world changers.


#sherwoodbuzz