

North Wootton Academy

Whole School Geography Links

Markbook Outcome	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Field Work and Investigation	Development Matters – Understanding the World Early Learning Goal Children know about the similarities and difference in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about the changes.	Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of it’s surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.	Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of it’s surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.	Use simple fieldwork to observe, measure, record and present the human and physical features in the local area.	Use simple fieldwork to observe, measure, record and present the human and physical features in the local area.	Use simple fieldwork to observe, measure, record and present the human and physical features in the local area.	Use simple fieldwork to observe, measure, record and present the human and physical features in the local area.
Place in our curriculum	<p>Autumn Term -Sharing own experiences; home, travelling to school, places we’ve visited -Autumn Walk -Guy Fawkes and Bonfire night – Beyond King’s Lynn</p> <p>Spring Term -Visiting local area of North Wootton, using technology to investigate wider local area of Kings Lynn via Google Earth</p> <p>Summer Term -Visiting the wider area – Dinosaur Park -Environments we live in and environments animals live in Links to Year ½ animal habitats</p>	<p>Year A Autumn Term -Mapping Skills: The School Setting links with settlements and population in Year 3/4</p> <p>Summer Term -Local Area: Castle Rising</p> <p>Year B Autumn Term - The School Environment links with settlements and population in Year 3/4</p> <p>Summer Term -The School and its local area</p>	<p>Year A Autumn Term -Mapping Skills: The School Setting links with settlements and population in Year 3/4</p> <p>Summer Term -Local Area: Castle Rising</p> <p>Year B Autumn Term - The School Environment links with settlements and population in Year 3/4</p> <p>Summer Term -The School and its local area</p>	<p>Year A Autumn Term -Populations and settlements</p> <p>Spring Term -Local Area</p> <p>Year B Autumn Term -Local Area Study</p> <p>Spring Term -UK; London and the South East</p> <p>Summer Term -UK; South West -UK; Northern Ireland</p>	<p>Year A Autumn Term -Populations and settlements</p> <p>Spring Term -local area</p> <p>Year B Autumn Term -Local Area Study</p> <p>Spring Term -UK; London and the South East</p> <p>Summer Term -UK; South West -UK; Northern Ireland</p>	<p>Year A Autumn Term -Mountains – The Alps, The Andes, The Himalayas and Norfolk (Comparison – links to Reception noticing similarities and differences in places)</p> <p>Summer Term -East of England Yorkshire and Humberside</p> <p>Year B Autumn Term - Industrial North: North East, North West, Cumbria, Manchester, Merseyside</p> <p>Spring Term -UK; Midlands</p> <p>Summer Term -UK; Scotland -UK; Wales</p>	<p>Year A Autumn Term -Mountains – The Alps, The Andes, The Himalayas and Norfolk (Comparison – links to Reception noticing similarities and differences in places)</p> <p>Summer Term -East of England Yorkshire and Humberside</p> <p>Year B Autumn Term - Industrial North: North East, North West, Cumbria, Manchester, Merseyside</p> <p>Spring Term -UK; Midlands</p> <p>Summer Term -UK; Scotland -UK; Wales</p>
Why?	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – realising there is more to the world than their tiny piece.	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – broadening their knowledge and understanding of the local geography around them, gaining more in depth knowledge of close by areas of interest.	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – broadening their knowledge and understanding of the local geography around them, gaining more in depth knowledge of close by areas of interest.	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – understand and gain a concept of the UK, a stepping stone between their immediate environment and the rest of the world.	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – understand and gain a concept of the UK, a stepping stone between their immediate environment and the rest of the world.	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – understand the wonders of the global environment and how they are different to their immediate environment	-Develop a holistic view of an environment outside of their personal ecological system – Bronfenbrenner – understand the wonders of the global environment and how they are different to their immediate environment

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Map and Atlas Work	To have access to maps and atlases as part of a world encompassing reading area. Mathematics; Shape, Space and Measure Early Learning Goal – Children use everyday language to talk about size, weight, capacity, position , distance , time, and money to compare quantities and objects and to solve problems.	To have access to maps and atlases as to use to inform knowledge and to use as reference.	Use world maps, atlases and globes to identify the United Kingdom and it's countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (eg near and far; left and right) to describe the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs and digital technologies.
Place in our curriculum	Throughout the year within daily continuous provision. Promoting positional language through everyday conversation. Spring Term - Can describe their relative position such as 'behind' or 'next to'	<u>Year A</u> Autumn Term -Mapping Skills: The School Setting links with settlements and population in Year 3/4 Spring Term World Mapping, Europe and its neighbour – Africa/Asia/Middle East <u>Year B</u> Autumn Term - Britain Ireland & England The county of Norfolk World: Mapping Europe Summer Term - British: Mapping UK ; Key Feature of England ; Key Features of Ireland	<u>Year A</u> Autumn Term -Mapping Skills: The School Setting links with settlements and population in Year 3/4 Spring Term -World Mapping, Europe and its neighbour – Africa/Asia/Middle East <u>Year B</u> Autumn Term - Britain Ireland & England The county of Norfolk World: Mapping Europe Summer Term - British: Mapping UK ; Key Feature of England ; Key Features of Ireland	<u>Year A</u> <u>Year B</u> End of half term cross curricular application task will incorporate elements of a map, graph or using digital technology.	<u>Year A</u> <u>Year B</u> End of half term cross curricular application task will incorporate elements of a map, graph or using digital technology.	<u>Year A</u> <u>Year B</u> Autumn Term -Map Reading End of half term cross curricular application task will incorporate elements of a map, graph or using digital technology.	<u>Year A</u> <u>Year B</u> Autumn Term -Map Reading End of half term cross curricular application task will incorporate elements of a map, graph or using digital technology.
Why?	Forms basic knowledge of vocabulary to be used later. Supports understanding of concept of space in relation to self which can be built on to relate to concept of wider physical space or used in relation to geographical equipment, such as maps, globes, atlases.	Beginning to apply learnt positional language to basic map reading which informs understanding of positions of places in relation to self and small local area.	Beginning to apply learnt positional language to basic map reading, which informs understanding of positions of places in relation to self and small local area. In addition beginning to broaden vocab as to support future application for map reading and general spatial awareness.	Building on using maps etc for pleasure as now using to inform and support application. Beginning to use maps to support gaining a life skill – navigation	Building on using maps etc for pleasure as now using to inform and support application. Beginning to use maps to support gaining a life skill – navigation	Building on using maps etc for pleasure as now using to inform and support application. Beginning to use maps to support gaining a life skill – navigation, now beginning to use to independently navigate self	Building on using maps etc for pleasure as now using to inform and support application. Beginning to use maps to support gaining a life skill – navigation, now beginning to use to independently navigate self

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Knowledge Place in our curriculum	Informing general knowledge	Year 1 children will work towards Year 2 Markbook outcomes due to mixed classes and across phase planning.	Name and locate the World's seven continents and five oceans. Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.	Name and locate countries, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere. Describe and understand key aspects of physical geography including; rivers, mountains and the water cycle. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Describe and understand key aspects of human geography including; types of settlement and land use.	Name and locate countries, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere. Describe and understand key aspects of physical geography including; rivers, mountains and the water cycle. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Describe and understand key aspects of human geography including; types of settlement and land use.	Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of human geography including; economic activity including trade links and the distribution of natural resources including; energy, food, minerals and water. Describe and understand key aspects of physical geography including; rivers, mountains, volcanoes and earthquakes and the water cycle. Use symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.	Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of human geography including; economic activity including trade links and the distribution of natural resources including; energy, food, minerals and water. Describe and understand key aspects of physical geography including; rivers, mountains, volcanoes and earthquakes and the water cycle. Use symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.
	Using vocabulary related to weather and seasons to inform change.	Year 1 children will work towards Year 2 Markbook outcomes due to mixed classes and across phase planning.	<p>Year A Autumn Term -Climates: Differences across the UK -World: Oceans, Continents, Poles, Hemisphere</p> <p>Spring Term -Europe; Italy and Roman Settlements</p> <p>Summer Term World: European Capitals, Landscapes and Climates -Climate: Northern vs Southern Europe and proximity to Equator -European: France -British: London – Castles -British Regional Differences – Patron Saints</p> <p>Year B Autumn Term -World: Seven Continents -European: Iceland -Climates</p> <p>Spring Term -World: North America - World: South America, Australia and the Caribbean</p> <p>Summer Term -British: Mapping UK ; Key Feature of England ; Key Features of Ireland -World: Africa -Climate (Linked to farming) Discuss latitude as a reason for this variation</p>	<p>Year A Autumn Term -Settlements and Population -Compare UK to the Caribbean Islands</p> <p>Spring Term -Eastern Europe</p> <p>Summer Term -Western Europe -Asia (Ancient Civilizations)</p> <p>Year B Autumn Term - Mediterranean Countries and Climate</p> <p>Spring Term - Eastern Europe -UK; London and the South East</p> <p>Summer Term -UK; South West -UK; Northern Ireland</p>	<p>Year A Autumn Term -Settlements and Population -Compare UK to the Caribbean Islands</p> <p>Spring Term -Eastern Europe</p> <p>Summer Term -Western Europe -Asia (Ancient Civilizations)</p> <p>Year B Autumn Term - Mediterranean Countries and Climate</p> <p>Spring Term - Eastern Europe -UK; London and the South East</p> <p>Summer Term -UK; South West -UK; Northern Ireland</p>	<p>Year A Autumn Term -Mountains – The Alps, The Andes, The Himalayas and Norfolk (Comparison – links to Reception noticing similarities and differences in places) World Geography: South America and Central America Spring Term -New Zealand and The South Pacific -Africa</p> <p>Summer Term -East of England -Yorkshire and Humberside</p> <p>Year B Autumn Term Industrial North: North East, North West, Cumbria, Manchester, Merseyside -North America: USA, Canada, Mexico</p> <p>Spring Term - Australia -UK; Midlands</p> <p>Summer Term -UK; Scotland -UK; Wales</p>	<p>Year A Autumn Term -Mountains – The Alps, The Andes, The Himalayas and Norfolk (Comparison – links to Reception noticing similarities and differences in places) World Geography: South America and Central America Spring Term -New Zealand and The South Pacific -Africa</p> <p>Summer Term -East of England -Yorkshire and Humberside</p> <p>Year B Autumn Term Industrial North: North East, North West, Cumbria, Manchester, Merseyside -North America: USA, Canada, Mexico</p> <p>Spring Term - Australia -UK; Midlands</p> <p>Summer Term -UK; Scotland -UK; Wales</p>
Why?	Development concept of geographical language and general knowledge. Spark interest in wider ecological systems - Bronfenbrenner	Begin to develop awareness of the rest of the world and our place in protecting and understanding it – school environment leaders	Begin to develop awareness of the immediate area and our place in protecting and understanding it – school environment leaders	Build on developing awareness of immediate area and begin to develop concept of our role in protecting and understanding wider areas of the UK.	Build on developing awareness of immediate area and begin to develop concept of our role in protecting and understanding wider areas of the UK.	Cementing awareness of immediate area and embedding concept of our role in protecting and understanding wider areas of the UK. Becoming a 'good' world citizen	Cementing awareness of immediate area and embedding concept of our role in protecting and understanding wider areas of the UK. Becoming a 'good' world citizen

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