




Geography at St Thomas's Primary School

Intent	At St Thomas' Primary School our geography curriculum aims to fulfil the requirements of the National Curriculum for geography; providing a broad, balanced, ambitious and inclusive curriculum whilst also ensuring the progressive development of geographical concepts, knowledge and skills. We aim to inspire a curiosity and fascination about the world and its people that will remain with our pupils for the rest of their lives. Our curriculum will equip pupils with a knowledge of diverse places and people, together with a deep understanding of our planet's key physical and human processes. We want our curriculum to empower children with a deep understanding of local, national and global ecological issues and provide them with the necessary knowledge to make positive change.
Implement	Geography at St Thomas' is taught throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge, vocabulary and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised.
Impact	Outcomes in Geography books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. School trips provide further relevant and contextual learning.
Context	<p>"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10 Our church lies at the centre of our local area.</p> <p>One of the key reasons Heaton Chapel is excellent for geography exploration is its diverse geography, community and various buildings of importance such as St Thomas' Church and the local train station- these link ideally to our golden threads which our implemented throughout our curriculum. Stockport itself has rolling hills to meandering rivers, pupils can observe and analyse a variety of landforms and landscapes within a short distance. Heaton Chapel provides an excellent environment for pupils to learn and explore geography. Its historical significance, diverse geography, and cultural heritage make it ideal for geographers. By experiencing Heaton Chapel first-hand, pupils will develop a deeper appreciation for the subject and the world around them.</p>

Learning and Growing in the Sight of God

Learning	Growing	Sight of God
		
At St Thomas we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation	At St Thomas the children are encouraged throughout each period of history they study to empathise with the people alive at the time, to explore different viewpoints and to grow their understanding themselves and others.	Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God.







Substantive

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the national curriculum subject content: Place and Locational Knowledge, Human and Physical Geography, Field Work, Enquiry Skills, Map Skills and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts - Golden Threads

We have identified a set of key geographical concepts that we have called golden threads that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another, as well as use this knowledge to make connections with the present day and their own lives. We want the children to be able to think about these concepts over a long-time span.

Trade	Settlement	Civilisation	Religion and Belief	Landscape	Travel / Sustainability
					
<p>The action of buying and selling anything.</p> <p>The kind of job where you need skills and special training.</p>	<p>A place, typically one which has previously been uninhabited, where people establish a community.</p>	<p>The way in which a group of people live, how they are organised and what they believe in where they live.</p> <p>A way of life that is better or more organised than another way of life.</p>	<p>Religion – a particular system of faith and worship.</p> <p>Beliefs – something one accepts as true or real; a firmly held opinion.</p>	<p>Everything you can see when you look across an area of land, including hills, rivers, buildings, trees, and plants.</p>	<p>To journey from place to place or to a distant place.</p>

Disciplinary

Disciplinary Knowledge

Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through selecting and synthesising information from a range of sources, using more complex geographical techniques, to explain through more informed responses the physical and human features they observe and the interaction of people with them, using more sophisticated subject-specific vocabulary.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of geography. They form the basis of many questions' geographers ask, this includes: Place, Scale and Space, Environment (physical and human processes), Interconnections, Environment Impact and sustainability and Cultural Awareness and Diversity. These concepts will enable children to ask geographically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

Place, Scale and Space



Environment (physical and human processes)



Interconnections





'Space' – the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

'Place' – a construct that is defined in terms of what it is like, what happens there and how and why it is changing.

'Scale' – the 'zoom lens' that enables us to view places from global to local levels.

Physical geography is concerned with the study of physical aspects, including air, water, and soil on the Earth's surface. Human geography is concerned with trends and patterns of human populations and the impact of their activity on the environment.

Interconnection in Geography brings together the two topics of human Geography and physical Geography, which are often studied separately. However, interconnection shows the ways in which our actions impact the world around us.

Environment Impact and sustainability	Cultural Awareness and Diversity
	
<p>Sustainability is most often talked about in relation to the environment. Humans use natural resources on Earth for different purposes. Some of these uses include:</p> <p>Food</p> <p>Energy and fuel for warmth</p> <p>Shelter</p> <p>Materials for clothing</p> <p>Medicine</p>	<p>Cultural awareness is an essential concept in geography lessons. It is the understanding and appreciation of different cultures, values, and beliefs that shape the world we live in.</p> <p>As geography is a subject that deals with the study of the earth's physical and human features, it is vital to teach students to be culturally aware to understand the diversity of people and places around the world.</p>






























Geography - Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Can I understand the World? Trust/Faith/Community					
Reception	Can I understand the World? Trust/Faith/Community					
Year 1	Where do you live? What has changed? Community	Why did Guy Fawkes not like the King? Compassion	Where do different ani- mals live? Perseverance/Trust/ Compassion	What do you do if you get lost in the woods? Trust/Perseverance	How did explorers change the world? Joy/Perseverance	What was the life of pirate really like? Did they all bury treasure? Joy
Year 2	Is Island life for you?		How can we stay safe at the coast? Trust/Faith/Community		Could the Great Fire of London have been prevent- ed? Community	
Year 3	What makes our ex- treme earth so power- ful? Joy			Why is the River Nile important to Egyp- tians? Community		What disasters await if we do not recycle? All
Year 4		Where in the world is Greece? Community			What is the journey of a river? Community	Can I navigate the globe and become an explor- er? Community/Trust/ Perseverance
Year 5	What makes South America such an amaz- ing continent? Community/ Compassion			Could you reach the summit of mountain survival? Faith/Trust		Marvellous Maps- Can I become a map reading expert? Perseverance
Year 6	Landscape and popula- tion- Impact of War Perseverance/Compassion/Faith/ Trust	Mapping Skills Community			North America Joy	Landscape and popula- tion- Impact of War Compassion/Faith/Trust

Geography - Curriculum Overview



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2								
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside								
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival								
Hook Book- B	Can I Build Another Me? Shinsuke Yoshitake	A World for Me and You Uju Asika	The Train Ride June Crebbin	Twist and Hop Minibeast Bop Tony Mitton & Guy Parker Rees	Supertato Sue Hendra	The Snail and the Whale Julia Donaldson								
St Thomas’ Value	Compassion	Trust	Perseverance	Faith	Community	Joy								
Knowledge and Understanding of the World is a Specific Area of Learning. It relates to children’s everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their														
Nursery	House Flat Bungalow Family Bedroom Kitchen Living room Bathroom Street		Land Sheep Pig Cow Goat World Ocean Sea Shark Crab Dolphin Jellyfish Octopus		Holiday Beach Sea Hot Weather Sunny Rainy Windy Cloudy Snow									
Reception Vocabulary	Near Far Forwards Backwards Left Right Home School Map		Hot Cold Same Different Penguin Polar bear Whale Walrus Seal Tiger Lion Monkey Elephant		Same Different Holiday Near Far Car Bus Coach Train Plane									
Substantive Concepts Golden Threads														
Characteristics of Effective Learning (Disciplinary Knowledge – skills we need to learn)	Playing and Exploring – Children investigate and experience things and have a go. Children who actively participate in their own play develop a larger store of information and experience to draw on which positively supports their learning. Active Learning – Children concentrate and keep on trying if their encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating lifelong learners they are requires to take ownership, accept challenges and learn persistence. Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.													
Protected Characteristics	<table><tr><td> Age</td><td> Disability</td><td> Religion</td><td> Marriage & Civil Partnership</td></tr><tr><td> Sex</td><td> Pregnancy & Maternity</td><td> Race</td><td> Sexual Orientation</td></tr></table>						 Age	 Disability	 Religion	 Marriage & Civil Partnership	 Sex	 Pregnancy & Maternity	 Race	 Sexual Orientation
 Age	 Disability	 Religion	 Marriage & Civil Partnership											
 Sex	 Pregnancy & Maternity	 Race	 Sexual Orientation											

Geography - Curriculum Overview



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Nursery	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.	I am beginning to make sense of my own life- story and family history. I know that there are places of worship near to where I live.	I can show some awareness of the time of day, e.g., dinnertime or bedtime. I know what type of home I live in, e.g., house, bungalow or flat.	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	I notice changes with some adult support. Environmental walk – on school grounds	I can use my senses to explore the natural environment Explore new environments - seaside
Reception <i>Geography focus</i>	Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to post-men. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. Take children to places of worship and places of local importance to the community.	Listening to stories and placing events in chronological order I can explain key features of my home and the homes of others. Explore transport from the past and present Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Sort transport from the past and present Begin to understand that History is something from long ago – the past Explore a range buses. Rosa Parks – why was she important? Explore maps and bus routes Road safety and crossing safely Toys new and old Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Learn about what a paleontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Digging for fossils – what are they? I understand that living things, objects and materials can change Draw children's attention to the immediate environment. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots	Explorers and pirates – Christopher Columbus and Blackbeard Revisit modes of transport they used.. Focus on types of water transport – ships, ferries, boats, yachts etc Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/ painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce children to America links with Columbus Can children differentiate between land and water.	Identifying and talking about the differences of sea creatures. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Granddad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look at old fashioned beach wear. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them Compare and contrast seaside holidays from the past and the present Explore the effects of plastic on the environment - sea life
Experiential Knowledge / Events	Autumn Trail Harvest Time Bonfire Night Park Visit - tree study shop visit Real baby visit & bath demo	Bonfire Night Christmas Time / Nativity Diwali Hannukah Panto visit Walk to post box and send letters to santa	Valentine's Day Internet Safety Day Ride the bus / train	Lent Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt – maps Dental nurse visit	Walk to the Park - observe changes look back to A1 butterfly observation	Under the Sea – singing songs and sea shanties Father's Day Nursery Graduation Beach Visit

Geography - Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	No Place Like Home <i>Geography</i>	History	Our Wild World <i>Geography</i>	Into the Woods <i>Geography</i>	History	History
Enquiry Question	Where do you live? What has changed?		Why don't wombats live in the Arctic?	I'm a St Thomas' pupil – Get me out of here!		
St Thomas' Life Question	What makes a place a home? (Community)		How do we care for our world? (Community, Compassion)	Who would help us if we were lost? (Trust, Faith)		
Substantive Concepts (Golden Threads) <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i>	Settlement Religion and Belief		Landscape	Landscape Travel / Sustainability		
Key Vocabulary (On Knowledge Organiser)	Physical geography Human geography Local Environment City Town Village Factory Farm Beach House Office Shop Atlas		Country Landmark Capital city Cardiff Edinburgh Belfast London ia England Wales Scotland Northern Ireland United Kingdom Temperature Desert Ice Sea Atlas City Hot Cold Arctic Austral- ia Climate Weather Cliff Pollution Ocean Equator	Aerial Photograph Aerial Plan Location Route Key Symbols Atlas Directions Left/Right Near Far Bigger Smaller Forest Hill River		
Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections</i> <i>Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i>	<i>Environment (physical and human processes)</i> <i>Interconnections</i> <i>Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i>		<i>Environment (physical and human processes)</i> <i>Interconnections</i> <i>Environment Impact and sustainability</i>	<i>Place, scale, and space</i>		

Geography - Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	No Place Like Home <i>Geography</i>	History	Our Wild World <i>Geography</i>	Into the Woods <i>Ge- ography</i>	History	History
Experiential Knowledge Our Church Our Community Visits / Places / People	Church at our centre Interview with Rev Michael Local Walk /Lowry Visit – city landscapes / Pyjama Day		Trip to the Juniors – map and habitat exploration Travelling zoo visit	Trip to the Juniors Make a local map		
Protected Charac- teristics	Religion Marriage Race Age Sex		Race Religion	Disability Age		

Geography - Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Trinidad	Trinidad	Coastlines	Coastlines		
Enquiry Question	Is island life for you? Heaton Chapel and Pointe-a-Pierre What is the same? What is different? How does our community make new people feel at home?		What makes the coast special? Where would you like to go on holiday? What makes a good holiday for you?			
St Thomas' Value	Compassion & Trust		Perseverance & Faith		Community	Joy
Substantive Concepts <i>Trade Settlement/Civilization Religion and Belief / Landscape Travel/Sustainability</i>	Settlement Travel Landscape		Travel Landscape			
Key Vocabulary (On Knowledge Organiser)	Island human geography physical geography Climate Equator compass	cause consequence empire Windrush significant person	Human made Ocean Coast Feature Promenade Bay Cliff	Natural sea countryside pier harbour tall		
Disciplinary Concepts <i>Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustain Ability Cultural Awareness and Diversity</i>	Place, scale and space Environment Cultural Awareness and Diversity		Place, scale and place Environment Interconnections Environment impact and sustainability.			
Experiential Knowledge Our Church Our Community Visits / Places / People	Books– Coming to England, Grandad's Island Mystery Suitcase lesson Food Tasting Caribbean Art Local walk to War Memorial Local walk to see house of local War heroes		Grace Darling Workshop RNLI visit into school Traction Man Bog Baby Look what I found at the Seaside DEAL activities Grace Darling news reports			
Protected Characteristics	Race, religion and belief		Age			

Geography - Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters			Map Skills		Cities
Enquiry Question	What makes our extreme earth so powerful?			Why is the River Nile important to Egyptians?		What disasters await if we do not recycle?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts <i>Trade Settlement/Civilization Religion and Belief Landscape Travel/Sustainability</i>	Settlement Society Landscape Travel			Trade Settlement Landscape Travel Sustainability		Civilisation Settlement Land- scape Sustainability
Key Vocabulary (On Knowledge Organiser)	Volcano Active Volcano Dormant Volcano Magma Crust Mantle Tectonic plates			Atlas Continent Country Capital City Topographical features Landmark		Compass Ordnance survey Sketch map Key Human features Physical features Fieldwork Local Area Heaton Moor
Disciplinary Concepts <i>Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity</i>	Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity			Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity		Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity
Experiential Knowledge <i>Our Church Our Community Visits / Places / People</i>	Book – Escape from Pompeii (True story)					Local walk DEAL: to become being an explorer
Protected Characteristics	Race			Religion and belief Race		Race Disability

Geography - Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Greece			Rivers	Globes	
Enquiry Question		Where to next? Athens or Heaton Chapel?			Will the River Mersey ever flood Stockport?	How can I navigate the world like an explorer?	
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy	
Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i>		Settlement Trade Travel Religion and Belief			Landscape Sustainability Settlement	Trade Travel Religion and Belief	
Key Vocabulary (On Knowledge Or- ganiser)		Continent Country Europe Border Greece, Satellite Images Aerial Photographs Compare Landform			River Canal Lake Source Tributary Confluence Meander delta estuary	stream reservoir sea channel mouth water cycle oxbow lake	Compass Rose Continent Co-ordinates Equator Globe Hemisphere Latitude Longitude north, south, east west Polar Position
Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and hu- man processes)</i> <i>Interconnections,</i> <i>Environment Impact and sustain- ability</i> <i>Cultural Awareness and Diversity</i>		<i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i>			<i>Environment (physical and human processes)</i> <i>Interconnections,</i> <i>Environment Impact and sustainability</i>	<i>Environment (physical and hu- man processes)</i> <i>Interconnections,</i> <i>Cultural Awareness and Diversity</i>	
Experiential Knowledge Our Church Our Community Visits / Places / People		Greek Salad (DT)			Field Trip	Local walk	
Protected Characteristics		Religion and belief, race,				Religion and belief, race, sex	

Geography - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	South America			Mountains		Maps
Enquiry Question	What makes superb South America such an amazing continent?			Could you reach the summit of mountain survival?		Marvellous Maps- Can I become a map reading expert?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts <i>Trade</i> <i>Settlement/</i> <i>Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i>	Trade Religion and Belief Landscape Travel/Sustainability			Landscape Travel/ Sustainability		Sustainability Landscape
Key Vocabulary (On Knowledge Organiser)	Continent Southern Hemisphere Indigenous Climate Zones Equator Topography Tectonic Plates Settlements Human/Physical Geography Trade Agriculture Comparison Landmarks Favela Resources Biomes			Landforms Mountain Ranges Tectonic Plates Fold Mountain, Volcanic mountain, Dome mountain Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms Summit, Slopes, Face, Sides, Ridge, Valley Compare, Collect, Record, Analyse Latitude and Longitude Key Mountains Climate Zones Tourism		Atlas Compass Digital map Easting Grid References National Grid Northing Ordnance Survey maps Symbols Scale Position

Geography - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	South America			Mountains		Maps
Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> <i>Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i>	<i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> <i>Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i>			<i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> <i>Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i>		<i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> <i>Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i>
Experiential Knowledge Our Church Our Community Visits / Places / People	'Let's Say'- Immersive, Deal opportunities			'Let's Say'- Immersive, Deal opportunities		Local walk in our community 'Let's Say'- Immersive, Deal opportunities
Protected Characteristics	Race, Religion and belief, sex			Race, age		Religion and belief, race, sex, age

Geography - Curriculum Overview



Year 6	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
		Race across the world			Mapping Skills		Slavery
Enquiry Question		How will we reach our final destination?			How did the Plague impact the village of Eyam?		Why should we remember the slave trade?
St Thomas' Value	Compassion	Trust		Perseverance	Faith	Community	Joy
Substantive Concepts <i>Trade / Settlement/Civilization Religion and Belief / Landscape Travel/Sustainability</i>		Religion and Belief Landscape Travel/Sustainability			Trade Settlement/Civilization Religion and Belief Landscape		Trade Travel Religion and belief Settlement
Key Vocabulary (On Knowledge Organiser)		Continent Country Region Landscape Borders Longitude Latitude Equator Biomes Hemisphere Tourist Landmarks Characteristics	Capital city Atlas River Globe Environmental Physical Human Sustainability Climate zone Settlements Human and physical geography Rivers Mountains		Local Ordinance survey Symbols Grid reference Scale Route Features Physical Human Location Population Rural Urban		Continent Country Region Landscape Borders Longitude Latitude Equator Climate Resources Vegetation belt Coast
Disciplinary Concepts <i>Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity</i>		<i>Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity</i>			<i>Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity</i>		<i>Place, Scale and Space Environment (physical and human processes) Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity</i>
Experiential Knowledge Our Church Our Community Visits / Places / People		DEAL hook – mystery plane journey to starting location.		Eyam visit			
Protected Characteristics		Religion and belief, race, sex, age		Religion and belief		Religion and belief, race, sex, age	