



# STEETON PRIMARY SCHOOL

## GEOGRAPHY CURRICULUM



**LOCATIONAL AND  
PLACE KNOWLEDGE**



**PHYSICAL  
GEOGRAPHY**



**HUMAN  
GEOGRAPHY**



**SKILLS AND  
FIELDWORK**

# GEOGRAPHY CURRICULUM AT STEETON PRIMARY SCHOOL

## INTENT

At Steeton Primary School, it is our intention that our pupils explore geography in an enquiry based learning approach. Our bespoke geography curriculum covers the National Curriculum and means our pupils will understand people, places and environments of the local area, the UK and the world.

Geography has a high profile within our school and is taught alongside history primarily through a topic-based approach in an engaging and interesting way. The whole school geography overview and progression of knowledge and skills means that the National Curriculum is taught in a systematic way meaning children know more and remember more. Progression of knowledge and skills is outlined so that our end points at the end of each phase is clear to all teachers. It is clear to see what children have learnt previously in the phase before and what they will be learning in the next phase of their geography education.

In order to promote maximum progression we centred our geography curriculum around the research-based approach of repeated concepts. Through the use of revisiting concepts both within the year and over the years means that knowledge is embedded and children make clear links in their learning.

We want our children to be curious and fascinated with the world and be able to compare their local geographical area to other places in the world.

Children will have the opportunity to have first-hand experiences and explore their local area and conduct field work in their local area. Children receive high quality academic learning experiences which is enriched with our 'Pupil Offer' which provides many rich and relevant experiences beyond the classroom.

## IMPLEMENTATION

The geography curriculum at our school is bespoke and has been designed for the children in our school to ensure the National Curriculum is covered in a logical way. In EYFS, children learn about their immediate environment and begin to learn about some similarities and differences between life in this country and life in other countries as well as exploring the natural world around them. In KS1 and KS2 children progressively develop knowledge of many different locations and environments throughout the world. They are able to understand maps, research, investigate and explain differences and changes in different countries and make comparisons.

The whole school geography overview is followed, meaning geography is taught in a systematic way. All geography lessons will be planned around at least one of our four concepts:



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Each geography topic is introduced with a 'Big Idea' question, to give children a purpose to their work. Throughout the topic we teach lessons and children complete activities and research that lead up to answering the Big Idea at the end of the topic. The learning in lessons will equip children with the knowledge and understanding so they are able to answer the question with confidence.

Children will have the opportunity to work independently, in pair and in groups through different styles of lessons and learning in the classroom is often enriched, through our Pupil Offer with external visitors and educational visits to engage and develop a genuine interest in the geographical content being taught.

Children in EYFS will go on many local walks, observing and discussing the natural and human world around them. Children in KS1 and KS2 will have opportunity to use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## IMPACT

As children at Steeton Primary School progress throughout the school, they develop understanding of their local area and its place within a wider geographical context. This starts in the Early Years and leads to investigative fieldwork in KS2. They have an appreciation for our local geography and can make comparisons to other environments throughout the world. The carefully planned progression of skills and knowledge means they know more and remember more about geographical concepts and are able to do more in terms of fieldwork and geographical observations. The progression of knowledge and skills is clearly outlined so that there is a clear end point for each phase. Teachers know what the children have previously learnt and are able to build on this. They also know what children will be taught in the next phase and can get them ready for this.

Children understand geographical concepts and vocabulary and can make links from previous learning. Children enjoy learning about the world, both in a local and worldwide context.

Teachers assess children's learning in every lesson and give support and challenge where appropriate. Children's answers to the Big Idea each half term give teachers a good picture of the children's acquisition of knowledge and understanding over a longer period of time. Parents are kept informed of their child's progress at parents' evenings, through school reports and work is celebrated through School Ping.

# GEOGRAPHY NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

## EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

### Understanding the World

People, Culture and Communities ELG:

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- know some similarities and differences between different religion and cultural communities in this country, drawing on their experiences and what has been read in class
- make 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

### Understanding the World

The Natural World ELG:

- explore the natural world around them, making observations and drawing pictures of animals and plants
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

## KSI National Curriculum

### Locational and Place Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human Geography

Pupils should be taught to:

- use basic geographical vocabulary to refer to:
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

### Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its 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 [for example, near and far; left and right], to describe the location of features and routes on a map
- 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 its grounds and the key human and physical features of its surrounding environment

## KS2 National Curriculum

### Locational and Place Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human Geography

Pupils should be taught to:

- describe and understand key aspects of:
  - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
  - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

### Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

## EYFS - KNOWLEDGE AND UNDERSTANDING OF THE WORLD (HISTORY AND GEOGRAPHY FOCUS)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
My Home, My Street, My City	The Good, The Bad and The Ugly	Our Wonderful World	Seasons Come and Seasons Go	Little People Big Dreams	Awe and Wonder

# STEETON PRIMARY SCHOOL HISTORY AND GEOGRAPHY OVERVIEW





# PROGRESSION OF KNOWLEDGE AND SKILLS

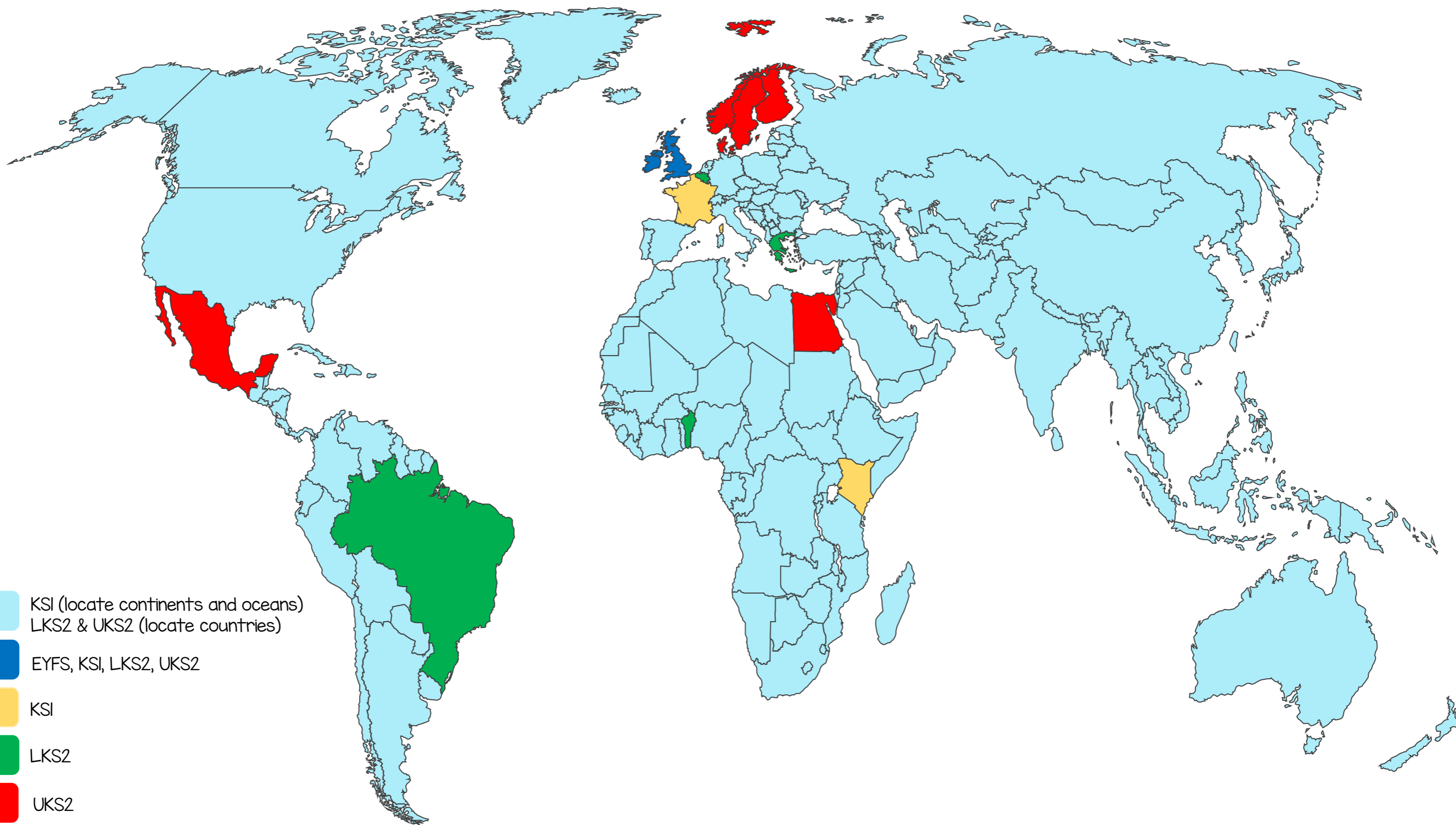


## LOCATIONAL AND PLACE KNOWLEDGE

KSI	LKS2	UKS2
<p><i>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</i></p> <p>KSI Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><i>Building on KSI knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</i></p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, South America and Africa.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics</li> <li>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> </ul>	<p><i>Building on LKS2 knowledge, children begin to explore more countries in Europe and North and Central America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to LKS2, children focus more on finding locations outside of the UK.</i></p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, Central and South America.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps to locate the world's countries with a focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom and the world, identifying their physical features, including mountains and land-use patterns; showing change over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map</li> </ul>
<p><i>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</i></p> <p>KSI Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>compare the UK with a contrasting country in the world</li> <li>compare a local city/town in the UK with a contrasting city/town in a different country</li> </ul>	<p><i>Children develop vocabulary relating to physical and human geographical features. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and compare this to a region in Europe and in South America.</i></p> <p>KS2 Geography National Curriculum Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and South America</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Europe and South America</li> </ul>	<p><i>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK, specifically Central and North America. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</i></p> <p>KS2 Geography National Curriculum Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North/Central America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and North/Central America</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Europe and North/Central America</li> </ul>



# LOCATIONAL AND PLACE KNOWLEDGE







## HUMAN GEOGRAPHY

KSI	LKS2	UKS2
<p><i>Building on EYFS knowledge of how environments may vary. Children begin to learn about the human features of geography.</i></p> <p>KSI Geography National Curriculum Children will understand key human geographical features of the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand the key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• understand other important key human geographical features of the world</li> </ul>	<p><i>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance, beginning to understand the impact of humans on the earth.</i></p> <p>KS2 Geography National Curriculum Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use</li> <li>• human geography (with a focus on food, jobs and schools)</li> <li>• human geography (with a focus on trade links and farming)</li> </ul>	<p><i>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</i></p> <p>KS2 Geography National Curriculum Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use</li> <li>• human geography (with a focus on economic activity, food, leisure)</li> <li>• human geography (with a focus on trade links and farming and distribution of natural resources including energy and minerals and water)</li> </ul>



## PHYSICAL GEOGRAPHY

KSI	LKS2	UKS2
<p><i>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical features of geography.</i></p> <p>KSI Geography National Curriculum Children will understand key physical geographical features of the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom (covered in Science Week 'Seasonal Change' and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• understand the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• understand other important key physical geographical features of the world</li> </ul>	<p><i>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.</i></p> <p>KS2 Geography National Curriculum Explain how physical features have formed, why they are significant and how they can change.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, (including: climate zones, biomes, tornadoes)</li> <li>• physical geography, (including: climate, island formation, coastlines)</li> <li>• physical geography (including bodies of water and the water cycle)</li> </ul>	<p><i>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</i></p> <p>KS2 Geography National Curriculum Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, (including: climate zones, and vegetation belts, earthquakes, tsunamis )</li> <li>• physical geography (with a focus on mountains)</li> <li>• physical geography (including rivers and biomes)</li> </ul>



## SKILLS AND FIELDWORK

KSI	LKS2	UKS2
<p><i>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</i></p> <p>KSI Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li><li>• use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map</li><li>• devise a simple map, and use and construct basic symbols in a key</li><li>• use aerial photographs to recognize landmarks</li><li>• use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods</li></ul>	<p><i>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</i></p> <p>KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world</li><li>• use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</li></ul>	<p><i>Children build on their map skills by communicating locations through grid references and coordinates, they are able to build on their knowledge of symbols and keys from previous phases. Children observe and record the changes of human features over time.</i></p> <p>KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li><li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>• use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies</li></ul>

# WHOLE SCHOOL 'BIG IDEA' QUESTIONS

YEAR A	KSI	LKS2	UKS2
Autumn 1	Have cars changed our lives?	How has the way people communicate changed over time?	Who was Marie Curie?
Autumn 2	How is Keighley like Kenya?	Would you rather live in Bradford, Brussels or Brasilia?	Would you rather live in Manchester, Monaco or Mexico?
Spring 1	Is weather dangerous?	Why is water important?	What is a mountain and how is it formed?
Spring 2	What do we know about France?	Why is Greece a popular tourist destination?	What is it like to live in Egypt in 2023?
Summer 1	Who was Samuel Pepys?	Would you rather be from Athens or Sparta?	Who was Tutankhamun?
Summer 2	Was children's TV better in the past?	Is there a future for cinema?	Has the theatre always been popular?

YEAR B	KSI	LKS2	UKS2
Autumn 1	A United Effort - What a load of rubbish!	A United Effort - Keen to be green.	A United Effort - Why are our clothes so cheap?
Autumn 2	How do we know the dinosaurs existed?	Would you rather live during the Iron Age or the Stone Age?	How has archaeology unlocked the past?
Spring 1	Why do we have a monarch?	The Romans were good for Britain. Do you agree with this statement?	What did the Vikings ever do for us?
Spring 2	Where do we live?	Who were the Booth sisters?	Who owns Cliffe Castle?
Summer 1	Where does our food come from?	What and who did people of Benin trade with?	Why was cacao so important to the Mayans?
Summer 2	How can you win the World Cup?	Classical music is the best type of musical style. Do you agree with this statement?	Is magic real?

# VOCABULARY PROGRESSION FOR GEOGRAPHY AND HISTORY (YEAR A)

KSI		LKS2		UKS2	
Inventors and Inventions		Inventors and Inventions		Inventors and Inventions	
Focus on inventors of locomotion and different types of travel		Focus on inventors of communication		Focus on inventors of modern medicine	
timeline sequence past present significant similarities differences future century modern	locomotion invention inventor engine vehicle transport continent globe atlas	communication telephone internet television prototype trial source evidence	achievements error design problem solving significance (to modern day) influenced (modern day life) consequence	modern medicine innovation processes patent disease infection infectious illness health scientist	laboratory Nobel Prize cancer radiology anaesthesia impact (on modern day life) radioactivity X-Ray Polonium radium
Keighley and Kenya		Bradford, Brussel and Brasilia		Manchester, Monaco and Mexico	
Similarities and differences between Keighley and Kenya.		Similarities and differences between Bradford, Brussels and Brazil.		Similarities and differences between Manchester, Monaco and Mexico.	
city town village factory farm house shop key Europe England	compare contrast human features physical features map fieldwork equator North Pole South Pole Africa Kenya	Bradford England Belgium South America Settlement land	human features physical features similarities differences culture climate	Manchester England Monaco France Mexico South America economics	human features physical features demographics similarities differences culture climate energy food minerals water
Wonderful Weather		Wonderful Water		Marvellous Mountains	
Identify hot and cold places around the world and look at daily and seasonable weather patterns in the UK.		A study into different forms of water and a study into the local River Aire and other major rivers in the UK and the world.		A study into the formation of mountains and the major mountains and volcanoes of the UK and the world.	
map atlas globe north, south, east, west direction compass	equator North Pole South Pole weather tornado hurricane sleet hail snow extreme flood heatwave	river stream lake reservoir canal sea estuary tributary meander River Aire Amazon River Nile The Volga River Thames River Ganges	fertile valley mouth bank basin channel delta dam flood floodplain freshwater saltwater oxbow lake source	mountain volcano physical feature formed mountain ranges atlas expedition base camp	tourism eco-tourism global warming endangered animals/plants adaptation Kilimanjaro Mawanzi Kibo Everest summit peak

KSI		LKS2		UKS2	
Fantastic France		Glorious Greece		Enchanting Egypt	
A study into the culture of France alongside the human and physical geography features.		A study into the culture of modern day Greece alongside the human and physical geography features.		A study into the culture of modern day Egypt alongside the human and physical geography features.	
harbour valley city town village port house harbour shop map atlas globe channel beach cliff	Europe culture Paris Eiffel Tower cuisine tradition gite coast hill mountain ocean sea river valley weather	settlement land use weather landmark national language Parthenon Meteora Delphi Theatre of Epidaurus Colossus of Rhodes	Athens Euro Climate Tourism Olympic Games	River Nile distribution of resources trade links population Africa	Mount Catherine Arabic The Suez Canal Agriculture Cairo Alexandria
The Great Fire of London		Ancient Greeks		Ancient Egyptians	
A study into the Great Fire of London as a significant event beyond living memory.		A study of Ancient Greek life and achievements and their influence on the western world.		The achievements of Ancient Egypt as one the earliest civilizations. An overview of where and when the first civilizations appeared and a depth study.	
source similarities past present differences sequence significant identify evidence capital city map diary thatched roof wooden houses	Mayor Thomas Farrinor Tower of London Samuel Pepys Pudding Lane disaster squirts leather bucket fire hook gun powder monument cathedral plague	philosophy Athenians Spartans democracy Olympics Zeus Temple Achievements Influence (on the Western World)	Ancient Civilisation sources chronology empire slave soldier	archaeologists afterlife amulet Canopic jar pharaoh pyramid sarcophagus scarab River Nile scribe sphynx tomb burial chamber	dynasty Giza hieroglyphics Mummy Mummification embalming papyrus pharaoh Tutankhamun Ancient Sumer The Indus Valley Ancient Egypt The Shang Dynasty of Ancient China

TV Over Time		At the Movies		Thrilling Theatre	
Changes within and beyond living memory in children's television.		A study of film and cinema, and the changes of film through time, as an aspect of British history that extends pupils' chronological knowledge beyond 1066.		A study of theatre and the changes of theatre through time, as an aspect of British history that extends pupils' chronological knowledge beyond 1066.	
John Logie Baird BBC British Broadcasting Company black and white TV colour TV entertainment analogue Freeview satellite		cinema Edison Company Kinetoscope Lumiere Brothers silent movie blockbuster entertainment 3D films	special effects acting Hollywood Bollywood	live script Shakespeare theatre The Globe Romeo and Juliet pantomime musical theatre West End The Alhambra Bradford	themes love conflict family tragedy comedy

# VOCABULARY PROGRESSION FOR GEOGRAPHY AND HISTORY (YEAR B)

KSI		LKS2		UKS2	
A United Effort 'What a load of rubbish.'		A United Effort 'Keen to be green.'		A United Effort 'What are clothes so cheap?'	
Focus on Reduce, Reuse, Recycle.		Focus on global warming, changes to animals habitats and the impact for the future.		Focus on where clothes come from, what the Fast Fashion industry is and how this industry is damaging our world.	
reduce reuse recycle ocean pollution waste decomposition single use plastic landfill		environment global warming climate change eco footprint greenhouse gases fossil fuels oil natural gases hole in ozone	sustainable renewable landfill change to habitat interdependence of food chains citizenship future generations	fast fashion cheap waste micro plastics landfill ocean pollution industry supply chains sustainable Fairtrade	
Dinosaurs		Stone Age to Iron Age		Anglo-Saxons and Scots	
Focus on Mary Anning as a significant individual from the past, an in-depth study into dinosaurs and how we know about them.		Changes in Britain from the Stone Age to the Iron Age		Britain's settlement by Anglo-Saxons and Scots	
extinct fossils prehistoric herbivore carnivore omnivore scales claws tail museum teeth	Mary Anning Stegosaurus Triceratops Pterodactyl Tyrannosaurus Rex Iguanodon Apatosaurus Velociraptor meteor skeleton egg palaeontology	Neolithic Man Neolithic Woman mammoth jewellery cave painting spears fur pelt archaeology archaeologist prehistory remains	cave bronze iron ore domestication Skara Brae Historian flint bow and arrow hunt museum	archaeology archaeologist runes Sutton Hoo Mercia East Anglia Northumbria Sussex Essex Wessex Kent Jewellery	settlement settler invader Pagan Alfred the Great King Arthur Source Amulet Shield brooch excavate museum

Kings and Queens		Romans		Vikings	
British monarchy and the famous kings and queens whose actions had a significant historical impact		The Roman Empire and its impact on Britain.		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
monarchy monarch Queen King Prince Princess throne crown crown jewels	Buckingham Palace Windsor Castle Queen Elizabeth Prince Charles Prince William	empire conquer invasion gladiator myth Colosseum amphitheatre temple soldier	Invader aqueduct barbarian century consul emperor museum	Alfred the Great King Edward freeman horn cup long boat axe sword shield spear	slave archer runes long house excavate museum
Our Locality		Our Locality		Our Locality	
Our school, our village, local towns (Saltaire) and the history of mills in Steeton and Saltaire. Field work and observations of our local area. Significant people from the past include Salt and Hockney.		Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies, alongside the local history (Steeton/Steeton Hall). Significant people from the past: Booth sisters (founders of Salvation Army who lived at Steeton Hall).		Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies, alongside the local history (Keighley/Cliffe Castle). Significant people from the past: Sir Bracewell Smith who turned Cliffe Castle into a public park).	
map route North East South West symbols key aerial photograph human features physical features	mill industrial history shop office canal river stream hill road museum	Ordnance Survey Map local area sketch map human features physical features Salvation Army river	coordinates North East South West Steeton Steeton Hall use of land	North South East West North-East South-East North-West South-West use of land Cliffe Castle museum	plans graphs Ordnance Survey Map sketch map coordinates fieldwork measure observe record index
Field to Fork (England)		Farm to Fork (Benin)		Bean to Bar (Mayans)	
Look at different farming methods from the past and present, find out about where our food comes from and how it travels from the fields to our forks in England and trade links to further afield.		Study Benin culture as a non-European society that provides contrasts with British history, with in depth study into their farming and trade.		Study Mayan culture as a non-European society that provides contrasts with British history, with in depth study into their farming and trade.	
animals plants farm sea ocean cow sheet pig chicken farmer	field farm combine harvester harvest vegetable fruit grain processed	West Africa Dynasty Kingdom trade farming	cowrie shells brass manilla bracelets ivory peppercorns art fabric carved wood papaya beans cotton	Mesoamerica civilisation	cocoa beans chocolate ornaments knives salt jade honey feathers



Sport		Music		Magic	
Learn about lives and achievements of significant sports people. Learn about the history of sports tournaments (The Olympics/ The World Cup)		A study into music as an aspect of British history and the significant individuals that have shaped this type of entertainment.		A study into magic as an aspect of British history and the individuals that are significant.	
sport physical activity athletics football netball hockey rugby competition international	rules tournament competitors tournament league event	Renaissance Baroque Classical Romantic Modern Contemporary sheet music lyrics singing instruments	composer singer perform solo ensemble staff live music concert chronology	chronology magician with wizard spell sleight of hand potion cauldron fictional	witchcraft powers prophecy Magic Circle belief modern medicines cured scientific explanations