

### Substantive Knowledge

1. Can you talk about where you live and some of the features?
2. How do you care for living things and the environment?
3. Can you say what's the same /different about two places?

### Disciplinary Knowledge

#### Asking and Answering Questions

Ask questions about aspects of their familiar world.

#### Collecting and Interpreting

Draw things they see around them.

#### Analysing and Communicating

Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.

#### Evaluating and Debating

Describe their immediate environment and express their views about it, with support.

### British Values

**Democracy** - We showcase everyone being treated equally and having equal rights. We teach children that their opinions are important and we listen to and value each child's thoughts and feelings. We give the children the power to choose and make decisions on their own and in groups.

**Rule of Law** – We encourage children to agree to particular rules and ensure they understand that the rules apply to everybody.

**Individual Liberty** – We nurture children's self-confidence is by encouraging discussions and develop an understanding that other children's experiences of the world may differ from their own. We talk openly about our differences and encourage curiosity.

**Mutual Respect** – We encourage children to be respectful of and involved with their wider communities. We create an open and inviting space that allows children to learn about similarities and differences.

**Tolerance** – We teach children to respect and value diversity through respecting and listening to different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Substantive Knowledge

Cycle A

Bright Lights, Big City

1. What is the United Kingdom?
2. What is the difference between human and physical features?
3. What are landmarks?
4. What is life like in the city?
5. When and where did the Great Fire of London take place?
6. What is the weather like in the United Kingdom?

Cycle B

Coastline

1. What are some features of the UK coastline?
2. What is erosion?
3. Can you use simple compass directions to describe the location of features or a route on a map?
4. What are physical and human features?
5. Can you name some dangers at the coast?
6. How has Whitby changed over time?

Disciplinary Knowledge

Asking and Answering Questions

Ask and respond to geographical questions.

Collecting and Interpreting

Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.

Understand that geographers learn about the world by observing and collecting data and information.

Analysing and Communicating

Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age- appropriate graphs and through writing, using appropriate geographical vocabulary.

Evaluating and Debating

Express their own views about the people, places and environments studied.

British Values

Democracy - Children will be encouraged and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues.

Rule of Law – Children will begin to consider moral law and the consequences of their actions on future generations. We will discuss why rules and laws are put into place and what impact they may have.

Individual Liberty – Children will compare and contrast locations. Children will also explore the people living in these environments and their own individual liberties.

Mutual Respect – This is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them.

Tolerance - Children consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them.

### Substantive Knowledge

#### Cycle A

##### Misty Mountain, Winding River

1. What is a river and can you describe and compare their physical features?
2. How do landscapes change?
3. Can you use specific geographical vocabulary and diagrams to explain the water cycle?
4. What is a mountain and can you name, locate and explain their importance?
5. What are altitudinal zones?
6. Can you identify the topography of an area of the UK using contour lines on a map?

#### Cycle B

##### Rocks, Relics and Rumbles

1. What are the layers of the Earth?
2. What are the three main types of rock?
3. What are tectonic plates and how have they changed the Earth's surface over time?
4. Can you describe the physical processes that cause a natural disaster? (Volcanic eruptions/ Earthquakes, Tsunamis).
5. Can you locate significant places using latitude and longitude?

### Disciplinary Knowledge

#### Asking and Answering Questions

Ask and respond to geographical questions using evidence to support answers.

#### Collecting and Interpreting

Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.

Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.

#### Analysing and Communicating

Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.

#### Evaluating and Debating

Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.

Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.

### British Values

**Democracy** – We nurture children to become active citizens and implement current and future change. Physical geography encourages children to think what impact their actions on the environment and human geography promote moral discussions about economy, poverty and human impact on the world.

**Rule of Law** – Children will consider moral law and the consequences of their actions on future generations. We will discuss why rules and laws are put into place and what impact they may have.

**Individual Liberty** – Pupils think about how their actions can impact their own community. Through debate and discussion children will learn how to voice their opinion in a safe and supportive environment.

**Mutual Respect** – Children are encouraged to explore the different views through narrative, debate and discussion. They feel empathy for others.

**Tolerance** - Children are able to use different sources and can reflect upon why accounts may differ and are able to see the value in each account and are encouraged to explore the views of opposing sides Children are encouraged to explore the different views through narrative, debate and discussion.

## Substantive Knowledge

### Cycle A

#### Sow, Grow and Farm

1. Can you name some of the world's climate zones?
2. What are the different types of agricultural land use in the UK?
3. What kind of farming happens in North America?
4. What kind of farming happens in South America?
5. What are food miles?
6. Can you interpret maps?

### Cycle B

#### Frozen Kingdom

1. What is the Arctic region and who lives there?
2. What is the Antarctic region?
3. What are the geographical similarities and differences between the Arctic and Antarctic?
4. What are auroras?
5. Can you identify and record the longitude and latitude of both polar regions?

## Disciplinary Knowledge

### Asking and Answering Questions

Ask and investigate geographical questions, suggesting enquiries to test them.

### Collecting and Interpreting

Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.

Understand that geographers learn about the world by observing and collecting data and information.

Understand that knowledge about the world can be revised as we collect new data and information.

### Analysing and Communicating

Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.

### Evaluating and Debating

Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.

Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.

## British Values

**Democracy** – We nurture children to become active citizens and implement current and future change. Physical geography encourages children to think what impact their actions on the environment and human geography promote moral discussions about economy, poverty and human impact on the world. Children look at different perspectives and respect the views of others. They think about local, national and global issues.

**Rule of Law** - Children will consider moral law and the consequences of their actions on future generations. We will discuss why rules and laws are put into place and what impact they may have. Children are also given the opportunities to explore and evaluate the outcomes of meetings such as those surrounding climate change.

**Individual Liberty** – Pupils think about how their actions can impact their own community. Through debate and discussion children will learn how to voice their opinion in a safe and supportive environment.

**Mutual Respect** – Children are encouraged to explore the different views through narrative, debate and discussion. They feel empathy for others.

**Tolerance** - Children are able to use different sources and can reflect upon why accounts may differ and are able to see the value in each account and are encouraged to explore the views of opposing sides. Children are encouraged to explore the different views through narrative, debate and discussion.