

Wrawby St Mary's CE Primary School 2025-26

Autumn Term 1 – Golden Thread: Place and Location (Local Geography)				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	What can be found in our local area?	Why is the River Humber so important to local businesses?	What is Fair Trade and how can we find it?	Do Eco Warriors make a difference?
Lyfta Link		Rivers	Food and fairtrade	Being a citizen scientist Plastic activism
Geography knowledge focus	<i>Local and Personal geography</i>	<i>Physical and human geography</i>	<i>Physical and human geography</i>	<i>Physical and environmental geography</i>
Enquiry Questions	- Who am I? - Where do I go to school? - Where is the River Ancholme? Where does it start and finish? - What wildlife lives in or around the River Ancholme? - How do people use the River Ancholme?	- What makes a river? - Can I identify the location of key rivers in the UK? - Can I locate the River Humber and other key rivers of the UK? - Do I understand how the location of the River Humber impacts upon human geography? - How does the location of the River Humber impact upon the economic activity in the region? - Why is the River Humber so important to the industry of the local area?	- What is fair trade? - How does fair trade operate between countries? - Why is fair trade better for farmers? - Where does fair trade operate? - What products can be fair trade? - How can we save energy and protect the planet?	- Can I describe why people are worried about the planet? - What are some of the threats to the planet? - Across the world, how are people trying to make a difference? - Understand the growth in renewable energy sources such as wind, solar and hydro-electric power. - Understand some of the ways people are benefitting from eco-friendly ideas? - Can I explain how I could make difference?
Substantive knowledge	- our local river near to Wrawby is the River Ancholme. - the River Ancholme flows through Brigg, which means Bridge. - all rivers have a starting point and an end point. - local wildlife is attracted to the water as all animals need water to live. You can see fish, frogs, insects, heron and ducks at the river.	- all rivers flow into a larger body of water (lake, a sea or an ocean) - rivers change over time and do not flow in straight lines. - humans have lived near rivers for centuries to aid with farming and the transportation of goods in order to trade. - local industry is dependent on the River Humber.	- fair trade movement is a global organisation committed to helping producers/farmers in developing communities. - money raised from Fair Trade products, such as tea, bananas, coffee and chocolate, goes towards improving the working conditions for farmers and workers, and their communities. - Farmers get a guaranteed and fair price for their product.	- an eco-warrior is a person who argues against and tries to stop activities that lead to damaging the environment. - eco-warriors take part in legal activities to halt, suspend, or otherwise derail a human activity that the activist believes adversely impacts the environment. - renewable energy means energy that harnesses the earth's geographical resources such as solar power, wind power and hydro-electric power.
Disciplinary knowledge	- know which creatures they would expect to find living in the river - know how to identify a river on a map and trace it from its source to the sea	- know how to locate many of the UK's major rivers on maps - know that rivers are blue on an OS map - know why settlers choose river locations to build a village/town/city	- know the reasons why people should buy fair trade products - know how to locate areas in the world which grow fair trade products and benefit from fair trade agreements	- know how to describe key changes in physical features due to climate change - know how to locate areas on a map that have suffered due to climate change - know how people are trying to help the planet using different initiatives
Vocabulary	river, source, habitat, leisure, map, town, riverbank, North Sea, local, locality	source, tributary, mouth, meander, ox bow lake, industry, employment, cargo, import, export, distribution, four figure grid references	goods, services, consumer, producer, ethical, co-operative, justice, conscience	climate change, coral reef, temperature change, renewable energy, solar power, wind power, hydroelectricity, eco-warrior, sustainable
Fieldwork	- using small world play or the role play area to represent a visited place - making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) - taking digital photos (e.g. of a collection of natural objects, buildings in the locality) - sequencing photos to recall features seen on a visit or short walk - drawing a map (e.g. of the outdoor area)	- drawing a freehand map (e.g. of the school grounds, local street, park or river) - using standard field sampling techniques appropriately (e.g. taking water samples from a stream) - using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features	- collecting, analysing and presenting quantitative data in charts and graphs - designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on fair trade) - designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)	- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key - taking digital photos and annotating them with labels or captions - to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or

	expressing their feelings about places they visit, saying which features they like/dislike	taking digital photos and annotating them with labels or captions		clothing) are produced and traded, as well as consumption, waste and recycling
Why this/why now?	Building on from their immediate local area to looking at features nearby, including building an understanding of why towns grow near rivers. Introduce the stewards of the planet concept as: Gardeners and Caretakers of the World.	Build on from wider KS1 local knowledge and learning to focus on a UK case study about the River Humber. Understand a key geographical feature: rivers.	Understand why Fairtrade is considered beneficial for producers in poorer regions of the world. This builds on our key learning in KS1 and LKS2 where we learnt about economic activity, trade and how to read different types of maps.	Build on knowledge from science and environment. Pupils will begin to consider how they can have an impact on the wider world as stewards of the planet and be pioneers and leaders for change.
Spring Term 1 – Golden Thread: Physical and Human Geography (UK and European Geography)				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	How could I travel around the UK?	What makes a mountain?	Why do people live near volcanoes?	Around the world in 80 Days.
Lyfta Link	<u>Transport in London</u>	<u>Mountains around the world</u>	<u>We live among volcanoes</u>	<u>Cities around the world</u> <u>The Lyfta Globe</u>
Geography knowledge focus	<i>Locational geography</i>	<i>Physical geography and making links</i>	<i>Settlements and geographical features</i>	<i>Locational geography</i>
Enquiry Questions	- Can I explain how I get to school? - Can I describe different journeys, and the transport used to take them? - Can I describe reasons why people make different journeys? - Can I locate transport routes on a map (e.g. trainline, road, canal, river etc) - Can I name the four countries of the UK? - Can I describe how I would make a journey to different places in the UK? Wrawby to London?	- Can I understand the process that forms mountains? - Can I locate the Grampian mountains on a map of the UK? - How do the Grampian mountains affect the human geography in that area of Scotland? - Can I locate the Alps mountains on a map of Europe? - How does the Alps Mountain range impact the human geography in that area? - How does the Landscape influence the human geography of an area?	- How is the Earth structured? How are volcanoes formed? - Where do volcanoes occur and why? - What impact do volcanoes have on landscapes and human geography and how does this contribute to tourism? - How is volcanic activity supporting developments in renewable energy? - How does volcanic activity create diamonds? - Why do people choose to live near volcanoes?	- Identify different countries within each continent and locate capital cities - To know and locate the different time zones across the world - To know and locate the modern wonders of the world - To plan and describe a route across the world - To use maps to measure distance from different countries - To understand how to plan a journey/voyage across different countries and taking in each continent, taking in different tourist sights
Substantive knowledge	- name and locate key topographical features relating to travel (including roads, canals, airports etc) - describe how transport networks link one place to another	- name and locate key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time - describe and understand key aspects of physical geography, including: mountains	describe and understand key aspects of physical geography, including: volcanoes	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night)
Disciplinary knowledge	- know how to name a locate different places on a map - know why people may decide to travel to different types of places e.g. coast, city - know the difference between types of roads	- know how to name and locate many of the world’s most famous mountain regions on maps - know how a location fits into its wider geographical location; with reference to physical features	- know and describe how volcanoes are created - know and describe how volcanoes have an impact on people’s lives - know how to locate some of the world’s most famous volcanoes	- know different modes of transport from one place to the next - know how to plan a continuous trip around the world - know how long a trip would take, using time zones
Vocabulary	journey, transportation, distance, connection, transfer, coach, ferry, road, motorway, dual carriageway	mountain range, mountainous, physical map, steep, slope, valley, summit, peak, rocky outcrop, elevation, avalanche, land slides	mountain, valley, manufacture, raw material, natural resources, latitude, longitude, co-ordinate, 4-figure grid reference, physical map.	voyage, places of interest, time zone, jetlag, hemisphere, longitude, latitude, equator
Fieldwork	- take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area - making annotated drawings to show variations (e.g. in a row of houses in a local street) - drawing a freehand map (e.g. of the school grounds, local street or park)	- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key - using a simplified Likert Scale to record their judgements of environmental quality (e.g. in relation to tourism) - developing a simple method of recording their feelings about a place or site	- making models, annotated drawings and field sketches to record observations - recording selected geographical information on a map or large-scale plan, using colour or symbols and a key - using a simplified Likert Scale to record their judgements of environmental quality (e.g. in relation to the risk of living near to a live volcano)	- drawing freehand maps (e.g. of a site they have visited or plan to visit) - relating large-scale plans to the fieldwork site, identifying relevant features - recording selected geographical data on a map or large-scale plan, using colour or symbols and a key

	relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features			
Why this/why now?	Building on children's understanding in EYFS/Y1, begin to consider how they would travel to a range of places within the UK and which transportation they would need to get there. This will enable them to consider transport and travel to further places in Europe and across the world.	Build on KS1 wider local knowledge to a UK and its capital cities with a case study: The Grampians. Understand a key geographical feature: mountains and link back to last term's river sources being hills or mountains.	Build on LKS2 European knowledge and use the case study: Pompeii to understand the physical and human features of volcanoes.	Having learned about their own locality, UK, Europe and the world, the children now have the opportunity to plan their own trip across the globe. Children will be encouraged to discover the varying physical and human features of the earth in their planning and to measure the length of journeys and the time it would take.
Summer Term 1 – Golden Thread: Windows and Mirrors (International Geography)				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	Would it ever snow in Sri Lanka?	How does extreme weather affect us?	Could we survive without the Amazon?	Which are America's 'must-see' states?
Lyfta Links		Climate change and extreme weather	Amazonian treats	The Lyfta Globe
Geography knowledge focus	Settlements and physical geography	Physical and human geography	Environment, physical and human geography	Physical and human geography
Enquiry Questions	- What is the equator, where is it located and how does affect temperatures and weather in different areas? - Where is Sri Lanka in relation to the UK and the equator and what is the weather like there? - How does the temperature affect the physical geography of India? - Which localities have a lot of snow and how does their location compare to that of India? - Is it possible to have snow in hot locations? Would it ever snow in Sri Lanka?	- Where are the equator and the tropics of cancer and Capricorn located? Can I locate the UK, the USA and the Atlantic Ocean on a world map? - What is a hurricane and how and where are they formed? - What is the impact of a hurricane on human life? - What is a jet stream and how does it affect UK weather? - What extreme weather have we encountered in the UK? - How has extreme weather affected local communities?	- Where in the world is Brazil? Can I locate South America on a map of the world? - Can I use geographical language to describe the layers of a rainforest? - Can I consider how environmental factors influence the way people live? - Can I understand the key aspects of physical geography and explain the importance of these? - Can I describe and understand the way land is used for the benefit of human consumption? - Can I explore the negative impact land use can have on an area?	- Can I locate North America and the USA on a map? Can I understand why the weather in the USA varies? - What are the human features of New York and what is the climate like there? - Why are the Great Smokey Mountains the most famous national park in the USA? - How does the Mississippi River influence the landscape surrounding it? - Why are the Florida Keyes a popular tourist destination? - Which are America's must-see states and why?
Substantive knowledge	- understand geographical similarities and differences through studying a small area in a contrasting non-European country - identify seasonal and daily weather patterns in the world in relation to the Equator and the North and South Poles	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night)	- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn - understand geographical similarities and differences through the study of human and physical geography of a region within South America	locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Disciplinary knowledge	- know where the equator, north pole and south pole are on a globe or atlas - research a locality by using accurate search engines	- know how to locate the Tropic of Cancer and the Tropic of Capricorn - know that hemisphere means half a sphere (Earth) - know how a locality has changed over time with reference to human features	- know how to locate and name the main countries in South America on a world map using an atlas - know what a place might be like in the future, taking account of issues impacting on human features	- know how to locate the USA and Canada on a world map and atlas - know how to plan a journey to a place in another part of the world - understand that travel may mean moving through different time zones
Vocabulary	ocean, mountain, valley, desert, map, globe, humid, arid, polar, continent, north, south, east, west	flood, hurricane, jet stream, cyclone, latitude, longitude, equator, Tropic of Cancer, Tropic of Capricorn	co-ordinate, 4 figure and six figure grid references, raw material, natural resources, community, conservation, exports, food miles, temperate, trade	state, continent, biome, rural, urban, suburban, subtropical, tropical, everglades.

Fieldwork	• experience different weather conditions and their impact on the environment • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations • using a simple compass and cardinal compass directions (north, south, west, east) • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)	• collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how different weather systems have affected people) • designing and conducting interviews (e.g. to investigate which spaces/places local people value)	• to visit a woodland to study the trees, plants and animals, as an ecosystem • making digital audio recordings (e.g. to create soundscapes) • conducting a transect to observe changes in buildings and land use	• drawing freehand maps (e.g. of a site they have visited) • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance (proposed road trip)
Why this/why now?	Link to Reception and KS1 knowledge of seasonal changes to study the concept of global weather. Make the links to social justice and our link with the Orphanage in Sri Lanka.	Extend on wider local knowledge from KS1 and Y3 to a UK case study about extreme weather. Understand a key geographical feature: hurricanes and where they are found in the world referring to the tropics and the few examples in the locality.	Build on earlier knowledge of the equator and where rainforests are found. Focus in on one non-UK country that would cause global devastation if it were to be lost through climate change: Amazon Rainforest.	Building on from the South American focus for rainforests, focus in on a non-UK country case study: North America. Study themes around tourism to explore North America as a tourist, avoiding extreme weather locations.