

Beam County Primary School: Long-term Component Map

Subject: Geography

Nursery



Domain	Do you know a nursery rhyme? How do we celebrate?	What is a farm? Where are we going?		How does it grow? Are you ready for big school?	
Composite Goal	To develop understanding of the world: The Natural World	To develop understanding of the world: The Natural World		To develop understanding of the world: People, Culture and Communities	
<p>Components</p> <p>Imaginary play</p> <p><i>These are explored through texts, photographs, videos and fieldwork opportunities will foster understanding of our culturally, socially, technologically and ecologically diverse world. This is to build important knowledge to extend familiarity with words that supports across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>	<p>Place: Children will explore their local environment- classroom, school, town in which they live. Introducing and exploring locational knowledge, place, human and physical geography and geographical skills and fieldwork.</p>	<p>Physical Geography: Seasons- to name seasons of the year and weather experienced in the UK</p> <ol style="list-style-type: none"> 1. Explore the season of winter- describing what they see, using a wide vocabulary 2. To know that there are 4 seasons in one year 3. To explore and identify weather 4. Discuss about appropriate clothing for weather conditions 5. Explore weather in hot places 	<p>Place and human geography: Identifying and naming different types of transport.</p> <ol style="list-style-type: none"> 1. To name different modes of transport 2. Identify where the mode of transport travels (air, land, water) 3. Explore what public transport is (fieldwork to the Heathway) <p>Place and locational knowledge: To explore making a journey</p> <ol style="list-style-type: none"> 1. Explore the meaning of 'journey' and how we can make a journey 2. Where can we travel to by road? (town, city, seaside, mountains, other countries) 3. How can we stay safe on the road? 	<p>Place and natural geography: To explore habitats in the immediate environment- minibeasts</p> <ol style="list-style-type: none"> 1. Describing what they can see in the outdoor nursery environment, using a wide range of vocabulary 2. Identifying different minibeasts 3. Explore what makes a habitat 4. Explore the importance of weather in the survival of minibeasts 5. Create a habitat 	<p>Place, locational knowledge, geographical skills and fieldwork: exploring buildings- in local area and London</p> <ol style="list-style-type: none"> 1. To explore and name the variety of buildings in the local area 2. To use sources to explore different buildings located in the city of London 3. To explore the features of different landmarks 4. To explore why landmarks are important

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Subject: Geography

Reception



Domain	Am I unique? How do we celebrate?		What is in the sea? What is an animal?	Where does the Big Bad Wolf go? (journeys) Who can save the world? (jobs)		
Composite Goal	To develop understanding of the world: People, Culture and Communities		To develop understanding of the world: The Natural World	To develop understanding of the world: People, Culture and Communities		
	Ongoing throughout the year: Exploring and talking about the different weather experienced in the UK and how to record this. To know that the seasons change and the changes that are associated with each season (links to Science). How does the weather affect what we do, see and hear around us?					
Components Enquiry – Directed Simple but stimulating questions Focusing on local scale, with some awareness of the wider world Supporting the formation of opinions around familiar places Examples of questions: Where am I? -What is this place like? -What can I see, hear, smell and touch? -What kinds of features are here/there? -How do I feel about it	Place and locational knowledge: To explore our school and the local area we live in- using vocabulary to describe the immediate environment. 1. To name different places within the school 2. To explore following a map 3. Know the name of the school and the town the school is located in 4. To identify the different jobs people do within the school 5. To develop vocabulary of community, describing buildings that are located in the local area	Place knowledge: Understand that some places are special to members of their community 1. Explore similarities and differences between religious and cultural communities 2. Know that some buildings are special places to people 3. Show awareness of differences and similarities between groups from around the world through looking at different festivals	Human and Physical: To learn that there are different rivers and oceans 1. Explore the oceans of the world 2. Explore different local rivers (fieldwork) 3. Explore the differences between a River and an Ocean 4. Explore how rivers and oceans connect different parts of the world 5. Learn about recycling and looking after their local area and the world-pollution	Place knowledge: know that a globe shows us the world 1. Explore the difference between land and water 2. How does a globe help us understand the world around us? 3. To explore the names of countries Place knowledge: To compare differences between life in England and life in Kenya 1. To note the differences in weather between the two places 2. To compare the 2 environments using sources 3. To learn about what life is like in the countries; travel, school, clothing, food 4. Identify similarities and differences	Geographical skills and fieldwork: To draw information from a simple map 1. To use positional language, such as far away and near to. 2. Look at photographs and simple maps of their immediate area and begin to recognise what is being represented. 3. Create a simple representation of a map of the classroom	Human geography: To know that occupations in the local community have an important role. 1. To identify occupations in the local community people do to help others 2. Know who the emergency services are 3. Explore why essential tools are needed for key occupations 4. What is it like to work in that occupation? (visitors) 5. Compare occupations in the UK to jobs in other countries. What is similar and different about the occupations?
Assessment	Why is our school a special place?	What special places make up our local community?	Would you prefer to travel along a river or across the ocean?	What is our planet made up from?	Where would you visit in the class?	Which job is the most important for our community?

Beam County Primary School: Long-term Component Map -2024 – 25 GEOGRAPHY

Year 1



Domain	Continents and Oceans & Autumn	Our School & Winter/Spring	The UK & Summer
Composite Goal	To describe and explain what we have found out about the world.	To explore human and physical features. To read maps and plan a route.	To explore and identify the countries and capital cities of the UK.
<p>Fieldwork: <i>Observations, identifying & recording data</i></p> <ul style="list-style-type: none"> School grounds <p>Components on seasons are interspersed throughout the year, taking advantage of the ever changing landscape between September – July.</p> <p>There are 7 discrete seasonal components that are planned within units (in bold/highlighted above). Throughout the year, there should be ongoing observations of temperature, wind direction and weather observations. These can be in small groups and tracked as a class. These observations do not all require whole lessons.</p>	<ol style="list-style-type: none"> To name and locate the world's continents and the equator. To explore the continent of Antarctica. To use different equipment to measure and map the weather in the school grounds. To explore the continent of Australia and what you can find there (identifying the main rivers and coast). To explore how we might travel to Australia (transport – shipping, trade etc) To notice, locate and observe signs of Autumn. To identify what an ocean is and name and locate world's oceans. To order and compare the world's oceans and explore how deep the ocean is. To explore and explain why our oceans are important. To explore seasonal reasons behind the Autumn harvest <p>Ongoing observations of Autumn</p> <ol style="list-style-type: none"> Autumn weather changes and observation Changing Colours Autumn in Nature Daily Life in Autumn Weekly reading of temperature and taking a picture of the plum tree in the school field. <p>Enquiry – Directed Simple but stimulating questions Focusing on local scale, with some awareness of the wider world Supporting the formation of opinions around familiar places</p>	<ol style="list-style-type: none"> To use basic geographical vocabulary and simple fieldwork to study the features of the school. To notice, locate and observe signs of Winter. To explore human and physical features of our local area. To know how to use an address to find a place. To understand that some places can be more important. To compare places and recognise varied perspectives. To notice, locate and observe signs of Spring. <p>Ongoing observations of Spring</p> <ol style="list-style-type: none"> Spring Weather changes and observation Spring in Nature New Life in Spring Spring Flowers Spring walk in Beam Parkland Weekly reading of temperature and taking a picture of the plum tree in the school field. <p>Enquiry – Directed Simple but stimulating questions Focusing on local scale, with some awareness of the wider world Supporting the formation of opinions around familiar places</p>	<ol style="list-style-type: none"> To name and locate the which countries make up the UK. To recognise and locate the capital cities of the UK. To notice, locate and observe signs of Summer. To explore changes that have occurred over the four seasons. To explore the physical and human features of Edinburgh. To identify the physical and human features of Cardiff. To compare the similarities and differences between Edinburgh and Cardiff. To identify the physical and human features of Belfast. To describe the similarities and differences of Belfast to Cardiff and Edinburgh. <p>Ongoing observations of Summer</p> <ol style="list-style-type: none"> Summer Weather changes and observations Summer in Nature The Seaside in Summer Summer Walk Weekly reading of temperature and taking a picture of the plum tree in the school field. <p>Enquiry – Directed Simple but stimulating questions Focusing on local scale, with some awareness of the wider world Supporting the formation of opinions around familiar places</p>
Assessment	How much of the planet is covered by water?	Where would we visit on a guided tour of our school?	Where would you prefer to visit on holiday? Belfast? Cardiff? Or Edinburgh?



Domain	Hemispheres: Hot and Cold	Local Area - Town	Life in London	Non-European: Pakistan – Islamabad	Our Island Nation
Composite Goal	To describe what hot and cold places are like and explain reasons for our preference.	To describe and explore different types of settlements.	To identify the human and physical and human features of London.	To describe and compare life in the city of Islamabad and London.	To explain what the coast is and how it can be used.
<p>Components (32 weeks)</p> <p>Fieldwork</p> <ul style="list-style-type: none"> • Inner city of London • Local area of Dagenham • Southend <p>Enquiry Clear and interesting questions to: - Describe local area. - Compare and develop knowledge of the wider world - Notice distinctive human and physical features. - Stimulate opinions - Recognise change over time/space.</p>	<ol style="list-style-type: none"> 1. To explain what affects temperatures locally and why it is cold at the North and South Poles 2. To locate the North and South Polar regions and describe some of their icy features. 3. To use a range of geographical sources to describe Antarctica and its extreme weather and climate. 4. To locate hot places in the world using an atlas and globes. 5. To describe the climate of hot deserts and use maps to locate them. 	<ol style="list-style-type: none"> 1. To explore where the world's people are and what a settlement is. 2. To discover what affects where people live and why they might move? 3. To recognise what makes up a city. 4. To describe how cities and villages are different to live in. Growth of Dagenham from village to town (Digimaps) 5. To explore and identify the human and physical features I can find in my settlement. 6. To sketch a map of my settlement. 	<ol style="list-style-type: none"> 1. To use maps and images to identify and locate places. 2. To recognise and describe London's key features. 3. To conduct research on what a place is like. 4. To understand the impact land use, or lack of, has. 5. To compare places and recognise varied perspectives. 	<ol style="list-style-type: none"> 1. To locate Pakistan on a map and identify the continent it is in. 2. To identify physical and human features of a non-European country. 3. To describe what is it like in Islamabad. 4. To compare Islamabad to a city in the UK (London). 5. To describe and explain what it would be like to live in Pakistan. 	<ol style="list-style-type: none"> 1. To explain what the coast is. 2. To compare coastlines in the UK. 3. To explain what Southend is and its location. 4. To identify human and physical features of the coast. 5. To present findings on how people use the local coast.
Assessment	Would you prefer to live in a hot or cold place? Explain why?	What makes Dagenham a good place to live?	What makes London a special city to live in and visit?	How is the weather different in Islamabad and London, and how does it change what people wear and do in each city?	What do we know about the coast and how can we find out more?



Domain	Rivers	Europe: Greece	Natural Resources	Settlements (Ghana)
Composite Goal	To explore and identify rivers and explain how they form.	To discover the human and physical geography of Greece including its coastlines, rivers and mountainous regions. Comparing and contrasting Greece with the UK	To identify the world's natural resources and their importance.	To compare settlements and explain how the land is used.
Components <i>(32 weeks)</i> Fieldwork: <ul style="list-style-type: none"> • Beam River • Local area of Dagenham Enquiry Clear and interesting questions to: - Describe local area. - Compare and develop knowledge of the wider world - Notice distinctive human and physical features. - Stimulate opinions - Recognise change over time/space.	<ol style="list-style-type: none"> 1. To recognise some of the world's rivers and identify their location. 2. To understand the three processes which occur in rivers and help shape the land. 3. To name some of the landforms that rivers create and describe how they form. 4. To visit our local river and explore its importance. And measure the velocity of the Beam River 5. To explore how we can keep our rivers healthy 6. To identify the reasons why rivers are important to people. 	<ol style="list-style-type: none"> 1. Introduction to Greece and the UK: Location and Geography - position and significance of latitude and longitude, map, identify surrounding seas 2. To compare coastlines between Greece and the UK 3. To recognise and describe Greece's key features. 4. To recognise and judge the features of a large settlement. 5. To understand geographical similarities and differences. 6. To compare places and offer reasoned opinions. 	<ol style="list-style-type: none"> 1. To identify what the world's natural resources are and locate where can they be found. 2. To analyse how the use of natural resources has changed. 3. To recognise how using fossil fuels can cause problems for the environment. 4. To explore what renewable energy is and research whether the UK generates energy. 5. To compare renewable and non-renewable energy sources. 6. To explore and analyse if our local area uses renewable energy. 	<ol style="list-style-type: none"> 1.Introduction to Ghana and Dagenham: Location and Physical Geography Ghana's location in West Africa, tropical climate, savannahs, and coastlines. Dagenham's location in the UK, urban landscape, temperate climate, and proximity to the River Thames. 2.Building Homes: How Climate and Resources Affect Housing Homes in Ghana: Investigate Materials - mud bricks, thatched roofs, affluence - ventilation to manage heat. Apartments Homes in Dagenham: Brick houses with tiled roofs, insulation to keep warmth in, and protection from rain. 3.Types of Jobs: How Geography Affects Work Ghana: Jobs related to agriculture (cocoa farming, fishing), mining (gold, bauxite), and small-scale trading. Dagenham: Urban jobs in industries like manufacturing (historically Fords), retail, healthcare, and technology. 4.Free Time and Recreation: How environment Shapes Fun Ghana: Outdoor activities like football, traditional festivals, and market visits. Dagenham: Sports (football, swimming), parks, and leisure centers. 5.Daily Life and Transportation: Moving Around in Ghana and Dagenham Ghana: Use of tro-tros (shared minibuses), walking, and bicycles, especially in rural areas. Dagenham: Buses, trains, cars, and bicycles in an urban setting with more developed infrastructure. 6.Bringing It All Together: Comparing Ghana and Dagenham
Assessment	What happens to rivers and the land if we stop caring?	How does Geography influence work, rest and play in Greece?	Why are natural resources so important?	How does where people live in Ghana and Dagenham affect the homes they build, the jobs they do, and how they spend their free time?



Domain	Migration	The Water Cycle	Natural Disasters Hurricanes and Tsunamis	Natural Disasters Earthquakes and Volcanoes
Composite Goal	To explore migration and the reasons for why people migrate.	To explain what the water cycle is and its importance.	To build foundational knowledge about both natural disasters, their causes, impacts, and survival strategies.	To explore volcanoes and earthquakes and their impact.
<p>Components (32 weeks)</p> <p>Fieldwork:</p> <p>Enquiry Clear and interesting questions to: - Describe local area. - Compare and develop knowledge of the wider world - Notice distinctive human and physical features. - Stimulate opinions - Recognise change over time/space.</p>	<ol style="list-style-type: none"> 1. To explore what migration is and how it has affected the UK's population. 2. To recognise the different types of migration and identify reasons for why people migrate. 3. To discuss the advantages and disadvantages of migration for the host and source country. 4. To explore and examine economic migrants. 5. To identify what a refugee is and why some people are refugees. 6. To explore and explain how climate change is affecting migration. 	<ol style="list-style-type: none"> 1. To discover where the Earth's water is and how water moves. 2. To understand elements of the water cycle. 3. To know how to observe and map information. 4. To know how to measure, record and interpret data. 5. To understand processes of cause, effect and change. 	<ol style="list-style-type: none"> 1.Introduction to Natural Disasters: Hurricanes and Tsunamis 2.How Hurricanes Form and Their Impact 3.How Tsunamis Form and Their Impact 4.Comparing the Dangers: Hurricanes vs. Tsunamis 5.Surviving a Hurricane and Tsunami: Preparation and Safety 6.Final Discussion: Would I Rather Survive a Hurricane or Tsunami? 	<ol style="list-style-type: none"> 1.Explore distribution patterns of earthquakes and volcanoes linked to plate margins. 2.Volcanoes: the different kinds of volcanoes and eruptions. 3.Earthquakes: Causes, Impacts, and Human Adaptations 4.Real-Life Examples: Why Do People Live in Hazardous Zones? e.g., Japan near the Pacific Ring of Fire, Naples near Mount Vesuvius) 5.How People Prepare for Natural Disasters: Earthquake and Volcano Safety 6.Debate and Reflection: Is It Worth Living in Hazard-Prone Areas?
Assessment	Why will there never be an end to migration?	Should we tarmac/astroturf over the school field?	Would I rather survive a Hurricane or Tsunami?	Why do people choose to live near active volcanic and earthquake zones?



Domain	Biomes & Climate Zones	North and South America	Mountains (introduce Andes, Rockies)	Local and Global Transport
Composite Goal	To explore biomes and their importance.	To explore and describe the human and physical features of North and South America.	To explore how the Andes and Rocky Mountains function as complex social-ecological systems	To recognise and explore transportation and its effect on people and the environment.
Components <i>(32 weeks)</i> Enquiry Clear and interesting questions to: - Describe local area. - Compare and develop knowledge of the wider world - Notice distinctive human and physical features. - Stimulate opinions - Recognise change over time/space.	1.To introduce biomes and their connection to climate. 2.To deepen understanding of specific biomes and their climate characteristics 3.To learn how climate zones are determined by latitude, altitude, and ocean currents, and how these factors influence weather patterns. 4.To investigate how human activity affects biomes through climate change and other actions. 5.To investigate how human activity affects biomes through climate change and other actions. 6.Connect the knowledge of biomes and climate to students' everyday lives and the wider world.	1. To use maps and images to identify and locate places. 2. To explore places through climate. 3. To conduct research on what a place is like. 4. To understand the impact land use, or lack of, has. 5. To compare places and recognise varied perspectives.	1 To learn the different ways that mountains are created (plate tectonics), shaped (linked to rivers) 2. To understand the physical geography of the Andes and Rockies and how the environment affects people's lives. 3.To explore how human activities change the environment in the Andes and Rockies. 4. To discover how indigenous peoples in the Andes and Rockies have shaped their environment and preserved their cultures. 5.To examine how the climate in the Andes and Rockies shapes human activities and ecosystems. 6.To learn how people can live sustainably in the Andes and Rockies to protect the environment	1.To recognise the different types of transportation in the UK and how this has changed over time. 2.To analyse the UK's changing transport infrastructure. 3.To analyse the effects of change, costs and benefits of the UK's changing transport infrastructure. 4.To identify how global transportation affects people and the environment. 5.To visit our local area and analyse how transportation can be improved.
Assessment	How does climate change impact a biome and why is this important for me?	Are all places the same?	How do people and place interconnect in mountainous regions?	Is change always a good thing?

Beam County Primary School: Long-term Component Map -2024 – 25

Year 6

GEOGRAPHY:



Domain	Hemispheres and Tropics	Fair Trade: Chocolate Ivory Coast- Ghana	Global Trade	Farms and Factories Ghana and the UK	Oceans and Currents
Composite Goal	To explore the hemispheres and time zones.	To explore Ghanaian chocolate and the importance of fair trade.	To identify what globalisation is and how this affects trade.	To explore, describe and examine the journey of food and food systems.	To explore the world's oceans and identify their effect on coastal landscapes.
Components (32 weeks)	<ol style="list-style-type: none"> To explore the hemispheres. To explore what the tropics are, identify their location and describe the weather there. To explore the concept of time zones and the significance of the Greenwich Meridian and the International Date Line. To find similarities and differences between the polar regions. 	<ol style="list-style-type: none"> To understand the geographical features of Ghana that contribute to cocoa farming. To explore the journey of cocoa from the farm to the consumer. To learn about the principles and importance of fair trade. To analyse how fair-trade affects farmers and their communities in Ghana. To explain how supply chains work. To explain the future issues around unsustainable practice. 	<ol style="list-style-type: none"> To describe what globalisation is and how it has changed the way we communicate. To explore what trade is and how globalisation affects it. To identify what 'fast fashion' is and where your clothes were made. To discover what globalisation has to do with food and where our food comes from and analyse the positive and negative impacts of both locally produced and imported food. To explore and examine the ways in which globalisation has made the world better and worse. 	<ol style="list-style-type: none"> To understand the basic types of farms in both Ghana and the UK. To explore the farming methods used in Ghana and the UK. To investigate the types of factories and industries in Ghana and the UK. To analyse the economic impact of agriculture and industry in both countries To explore how agriculture and industry shape the cultures of Ghana and the UK. To assess the environmental challenges associated with agriculture and industry. 	<ol style="list-style-type: none"> To understand the major oceans of the world and their geographical significance To explore how oceans interact with land to shape coastal landscapes To investigate the importance of coastal ecosystems and their biodiversity. Examine the effects of climate change on oceans and coastal landscapes. Examine resources and energy – traditional oil and gas vs tidal and wind power generation? Trip to the Southend:: Provide real-world experience to reinforce learning about oceans and coastal landscapes.
Assessment	What effect does latitude have on lifestyle?	How can we help make the world more equal?	Where does our stuff come from and do we need it?	Why aren't all farms and factories the same?	Why are oceans so important to life on Earth?