



## Curriculum overview for Geography

For academic year 2022/23 See Appendix.

|                  | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
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| <b>Nursery</b>   | Houses and Homes<br>Season Walk and Weather  | Woodland Landscape (Goldilocks)<br>Season Walk and Weather | United Kingdom and Fictional Island (Motinui)<br>Season Walk and Weather |
| <b>Reception</b> | Local Environment  | Natural World  | Around the World   |
| <b>Year 1</b>    | Weather and Climate<br>(fieldwork opportunity)   | Local Area   | United Kingdom   |
| <b>Year 2</b>    | Comparison of a small area in a contrasting non-European country<br>Kampong Ayer, Asia | Global Warming   | Coasts<br>(fieldwork opportunity)  |
| <b>Year 3</b>    | North America  | Earthquakes  | Local Area<br>(fieldwork opportunity)                                    |
| <b>Year 4</b>    | Why are Jungles so Wet and Deserts so Dry?   | South America  | How can we live more sustainably?  |
| <b>Year 5</b>    | Volcanoes  | Mountains (DW)   | KS2 Europe and Study of a Country<br>(Greece/Athens)                     |
| <b>Year 6</b>    | Rivers<br>(fieldwork opportunity)  | Fairtrade  | Climate change   |

## Early Years

### Educational Programmes (Statutory)

#### Understanding the world

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

#### Characteristics of Effective Learning

##### Playing and Exploring

children investigate and experience things, and 'have a go'

##### Active Learning

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

##### Creating and Thinking Critically

children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### Nursery (Non-statutory Development Matters)

#### 3-4 year olds will be learning to:

Talk about what they see, using a wide vocabulary.

Begin to understand the need to respect and care for the natural environment and all living things.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

#### Disciplinary Knowledge/Thinking

Recognise

Identify

Describe

Observe

Select

Sequence

Explore

#### Knowledge and Skills

##### Location and place knowledge

explore the schools environment and to talk about that they see ( season walks)  
how are places different- weather, food, buildings

##### Human and Physical Geography

Talk about the change in weather and seasons  
Use basic geographical vocabulary  
( Physical- grass, pond, tree)  
( Hunan House, town, farm)

##### Geographical Skills and Fieldwork

look at different countries- explore through stories, maps, images, small world, ( Africa- Handas Surprise)

### Reception (Non-statutory Development Matters)

#### Reception children will be learning to:

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

#### Disciplinary Knowledge/Thinking

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|  | Recognise<br>Identify<br>Describe<br>Observe<br>Select<br>Categorise<br>Classify<br>Sequence<br>Compare and contrast<br>Explore  |   |  |
|  | <b>Knowledge and Skills</b>  |   |  |
|  | <b>Location knowledge and place Knowledge<br/>Place Knowledge</b>  | <b>Human and Physical Geography</b>   | <b>Geographical Skills and Fieldwork</b>   |
|  | explore the schools environment and to talk about that they see ( season walks)<br>how are places different- weather, food, buildings  | Talk about the change in weather and seasons<br>Use basic geographical vocabulary<br>( Physical- Stone, river, field, wood, forest)<br>( Human- school, building, shop) | look at different countries- explore through stories, maps, images, small world ( London- The Queen's Crown, |
| <b>Early Learning Goals (ELG) - END of Reception</b> | <b><u>Understanding The World</u></b><br><b>ELG: People, Culture and Communities</b><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;<br>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.<br><b>ELG: The Natural World</b><br>Explore the natural world around them, making observations and drawing pictures of animals and plants;<br>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;<br><u>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</u> |   |  |
| <b>Vocabulary</b>                                    | map, place, country, weather, similar, different, community, building, environment, natural world  |   |  |

|  | <b>Autumn</b>  | <b>Spring</b>   | <b>Summer</b>  |
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| <b>Year 1</b><br><br><b>NC and additional skills and knowledge</b> | <b>Locational knowledge</b><br>Name and locate the world's seven continents and five oceans<br><b>Human and physical geography</b><br>Identify daily and seasonal 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<br>Use basic geographical vocabulary to refer to key physical and human features | <b>Locational knowledge</b><br>Name and locate the world's seven continents and five oceans<br>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br><b>Place knowledge</b><br>Understand geographical similarities and differences through studying the human and | <b>Locational knowledge</b><br>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br><b>Human and physical geography</b><br>Use basic geographical vocabulary to refer to key physical and human features<br><b>Geographical skills and fieldwork</b> |

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|  | <p><b>Geographical skills and fieldwork</b><br/>         Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage<br/>         Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br/>         Use simple fieldwork and observational skills to study key human and physical features of environments</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>         Identify<br/>         Describe<br/>         Observe<br/>         Reason<br/>         Explain<br/>         Recognise<br/>         Compare and contrast<br/>         Understand<br/>         Locate</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Identify</b> and <b>describe</b> the basic atmospheric elements of the weather;</p> <p><b>Observe, measure</b> and <b>record</b> the elements of daily weather by using a variety of simple instruments and devices;</p> <p><b>Present, describe</b> and offer <b>reasons</b> for some of the ways in which the weather has changed during the period of measurement;</p> <p><b>Identify, describe</b> and begin to <b>explain</b> ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings;</p> <p><b>Observe</b> how weather conditions change during</p> | <p>physical geography of a small area of the United Kingdom</p> <p><b>Human and physical geography</b><br/>         Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork</b><br/>         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<br/>         Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br/>         Use simple observational skills to study key human and physical features of environments<br/>         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.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>         Identify<br/>         Describe<br/>         Understand<br/>         Observe<br/>         Locate<br/>         Offer reasons<br/>         Explain<br/>         Recognise</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Identify</b> and <b>describe</b> physical and human geographical features of a range of environments and <b>understand</b> that geography is the study of how people are connected with these environments;<br/>         Use a number of GIS layers of <i>Google Earth</i> to <b>identify</b> and <b>observe</b> familiar physical and</p> | <p>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</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>         Understand<br/>         Locate<br/>         Identify<br/>         Explain<br/>         Describe</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Locate</b> on a map the four countries of the United Kingdom;</p> <p><b>Identify</b> the four capital cities and surround seas of the United Kingdom</p> <p><b>Explain</b> the differences between human and physical features</p> <p><b>Describe</b> the human and physical features of one of the UK's capital cities.</p> <p>Share their <b>understanding</b> of the UK.</p> |
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|                              | <p>the four seasons of the year and offer <b>reasons</b> for changes which occur;</p> <p><b>Recognise</b> and <b>describe</b> how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another;</p> <p><b>Observe</b> and offer <b>reasons</b> for the distribution of hot and cold places in the world;</p> <p><b>Explain</b> in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles;</p> <p><b>Compare and contrast</b> the environments of Antarctica and the Sahara Desert and begin to <b>explain</b> through <b>reasoning</b> the similarities and differences;</p> <p><b>Understand</b> why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and <b>empathise</b> with the emotions they would have felt as a result;</p> <p><b>Locate</b> the Amazon Basin on a labelled world map, <b>describe</b> its typical daily weather, suggest <b>reasons</b> for why it's so hot and wet and <b>explain</b> why it's so different from the Sahara Desert and Antarctica;</p> | <p>human geographical features of the immediate vicinity of their school;</p> <p><b>Identify</b> and <b>locate</b> where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe;</p> <p>Using a range of layers in <i>Google Earth</i> GIS imagery, <b>identify, describe</b> and offer <b>reasons</b> for changes in land use they can <b>observe</b> and <b>record</b> in the local area of the school;</p> <p><b>Understand</b> that the many different uses of land <b>observed</b> in the local area can be grouped into a small number of categories;</p> <p>Through fieldwork <b>observe</b> and <b>record</b> in a variety of ways, significant examples of physical and human geographical features of the local area</p> <p>Use mapping to plot, <b>describe</b> and <b>explain</b> a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features;</p> <p><b>Recognise, identify</b> and <b>locate</b> the key human and physical geographical features of their own home area and offer <b>reasons</b> for any current changes in land use;</p> |   |
| <b>Destination questions</b> | <p><b>Recap:</b> What do you remember about weather and the seasons from Reception?</p> <p>What is the weather?<br/>How does the weather change over time?<br/>How and why does the weather change during the four seasons?<br/>Where are hot and cold countries in the world?<br/>How is the weather different in countries located in the hot and cold places of the world?</p>  | <p><b>Recap:</b> What do you remember about how are places different?</p> <p>What is geography all about?<br/>What are human features?<br/>What are physical features?<br/>Where in the UK are we?<br/>What is the geography of the school grounds?<br/>What is the geography of the local area?</p>  | <p><b>Recap:</b> Can you remember the capital city of England from the story the Queen's crown?</p> <p>Where is the UK?<br/>What are the 4 countries of the UK? Where are they on a map?<br/>What are the four capital cities of the UK?<br/>What are the surrounding seas of the UK?<br/>What are human and physical features?</p> |

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|   | <p>How can the Antarctica be a desert when it's the coldest place on Earth?<br/>In what ways is the Sahara Desert different from Antarctica?</p> <p><b>Next steps:</b> You will learn more about weather again in Year 2 when you learn about Kampong Ayer.</p>   | <p><b>Next steps:</b> You will learn more about human and physical geographical features again in Year 2 when you learn about Kampong Ayer.</p>  | <p><b>Next steps:</b> You will learn more about the The UK again in Year 2 when you compare it to Kampong Ayer.</p>   |
| <b>Vocabulary</b>   | <p><b>Weather;</b> Rainfall; <b>Temperature;</b> Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Season; <b>Winter; Spring;</b><br/><b>Summer; Autumn;</b> Thunderstorm; Equator; Blizzard; Environment;</p>  | <p>Place; People;<b>Enviroent Landscape;</b> Community; Natural; <b>Physical geography; Human geography;</b> Global; <b>United Kingdom;</b> Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea;</p>  | <p>English Channel <b>Europe</b> Ireland<br/>Irish Sea North Sea city country river sea town Village <b>EnglandScotland</b><br/><b>Wales</b><br/><b>Northern Ireland</b></p>  |
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| <p><b>Year 2</b></p> <p><b>NC and additional skills and knowledge</b></p> | <p><b>Locational knowledge</b><br/>Name and locate the world's seven continents and five oceans<br/><b>Place knowledge</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country<br/><b>Human and physical geography</b><br/>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br/>Use basic geographical vocabulary to refer to key physical and human geographical features<br/><b>Geographical skills and fieldwork</b><br/>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<br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br/>Use simple observational skills to study key human and physical features of environments<br/><br/><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Identify<br/>Describe<br/>Suggest reasons<br/>Explain<br/>Recognise<br/>Locate<br/>Describe similarities and differences<br/>Reach a simple judgement</p> | <p><b>Locational knowledge</b><br/>Name and locate the world's seven continents and five oceans<br/><b>Human and physical geography</b><br/>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br/>Use basic geographical vocabulary to refer to key physical and human geographical features<br/><b>Geographical skills and fieldwork</b><br/>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<br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br/>Use simple observational skills to study key human and physical features of environments<br/><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Identify<br/>Describe<br/>Suggest reasons<br/>Explain<br/>Recognise<br/>Locate<br/>Describe similarities and differences<br/>Reach a simple judgement</p> | <p><b>Locational knowledge</b><br/>Name and locate the world's seven continents and five oceans<br/><b>Place knowledge</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country<br/><b>Human and physical geography</b><br/>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br/>Use basic geographical vocabulary to refer to key physical and human geographical features<br/><b>Geographical skills and fieldwork</b><br/>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<br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br/>Use simple observational skills to study key human and physical features of environments<br/><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Identify<br/>Recall<br/>Describe</p> |

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|  | <p>Locate<br/>Estimate<br/>Categorise<br/>Observe<br/>Suggest reasons<br/>Explain<br/>Compare and contrast<br/>Understand</p> <p><b>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</b></p> <p><b>Identify</b> and <b>describe</b> the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;<br/><b>Compare</b> their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles;<br/>Using maps at various scales and online websites, <b>identify</b> time differences and <b>estimate</b> distances between the UK and Brunei and between the UK, Brunei and other locations in the world;<br/><b>Identify, describe</b> and <b>observe</b> the types of traditional homes found in Kampong Ayer and <b>compare and contrast</b> these with their own homes and through fieldwork <b>record</b> and <b>categorise</b> types of homes found in the locality of their school;<br/><b>Identify</b> the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering <b>reasons</b> for any similarities or differences <b>observed</b>;<br/><b>Identify</b> and <b>describe</b> the main elements which make up the weather and <b>understand</b> that weather conditions change from one moment to the next;<br/><b>Observe</b> how, generally, temperature decreases towards the north and south poles and increases</p> | <p>Justify</p> <p><b><u>During the enquiry pupils will:</u></b><br/><b>Describe</b> the kind of things people are already doing to reduce their carbon footprint and <b>offer reasons</b> to suggest why this is a positive thing;<br/><b>Identify</b> the main fossil fuels and <b>explain</b> what they are used for in the UK;<br/><b>Recognise and describe</b> what the natural greenhouse effect is and <b>explain</b> why it is so important to life on Earth;<br/><b>Describe and explain</b> how human activity is adding more greenhouse gases to the atmosphere and why this is causing the Earth to warm up;<br/><b>Identify and locate</b> the Arctic and Antarctic on a world map and use satellite images, webcams and terrestrial photographs to <b>describe</b> the <b>similarities and differences</b> of the environment and the wildlife of each place;<br/><b>Describe and explain</b> the causes and some of the effects of global warming on polar bears in the Arctic and penguins in Antarctica;<br/>Write an anthropomorphic style story about the problems of global warming faced by a British hedgehog family which <b>describes and explains</b> the difficulties they face and reaches a <b>simple judgement</b> about what people might do to help;<br/>Produce a piece of persuasive writing designed to convince people to take simple actions to tackle the causes of global warming and <b>justify</b> the recommendations they make</p> | <p>Observe<br/>Give reasons<br/>Explain<br/>Recognise<br/>Compare and contrast,<br/>Describe similarities and differences;</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b><br/><b>Identify, recall</b> and <b>describe</b> the reasons why people enjoy visiting seaside resorts;<br/><b>Identify, observe, describe</b> and <b>give reasons</b> for the presence of a range of physical and human features found at places around the coastline of Britain;<br/><b>Describe</b> and <b>offer reasons to explain in simple terms</b> why the United Kingdom has such a long coastline compared with most other countries of the world;<br/>Use an Ordnance Survey map of a coastal location in the United Kingdom to <b>recognise, identify, describe</b> and <b>offer reasons</b> for the presence of a range of physical and human features;<br/><b>Compare and contrast</b> the physical and human features of the coastline at Bournemouth in the United Kingdom with those of the coastline of Townsville in Queensland, Australia, <b>identifying</b> and <b>describing similarities and differences</b>;<br/><b>Identify</b> and <b>describe</b> the location and physical features of the Great Barrier Reef in Australia and <b>explain in simple terms</b> why coral reefs are only found along the coastline in some parts of the world (such as Australia) and not others (such as the coastline of the United Kingdom).</p> |
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|                              | <p>towards the Equator and suggest <b>reasons</b> for this pattern;</p> <p><b>Identify</b> and <b>describe</b> appropriate forms of transport for particular journeys made and <b>explain</b> why boats and water taxis are used by almost everyone in Kampong Ayer;</p> <p><b>Understand</b> in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity;</p> <p><b>Recognise, describe</b> and suggest <b>reasons</b> for the similarities between a school/ school life in one school in Kampong Ayer and their own school;</p> <p><b>Identify</b> and <b>describe</b> the structure of typical tropical rainforest in Brunei;</p> <p><b>Describe</b>, offer <b>reasons</b> and <b>explain</b> how living things in tropical rainforests are adapted to cope in extreme heat and rain;</p> <p><b>Compare and contrast</b> the structure of a tropical rainforest with a wood in the local area;</p> <p>Use <i>Google Earth</i> to <b>identify, locate</b> and begin to <b>explain</b> the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</p> |   |  |
| <b>Destination questions</b> | <p><b>Recap:</b> what can you recall about the UK from year 1? What is the weather like in the UK?</p> <p><b><u>How does the geography of Kampong Ayer compare with the geography of where I live?</u></b></p> <p>How does the location of Kampong Ayer compare with where we are?</p> <p>How do people's homes in Kampong compare to ours?</p> <p>How does the weather in Kampong Ayer compare to the UK's?</p> <p>How do people in Kampong Ayer travel around compared to where we live?</p> <p>How does going to school in Kampong Ayer compare to going to school at The Lea?</p> <p>How does the natural environment compare to that of our local area?</p>  | <p><b>Recap:</b> Can you recall the names of the 7 continents?</p> <p><b><u>How can we persuade people to join us in tackling the causes of global warming?</u></b></p> <p>Why are so many people in Britain trying hard to be more environmentally friendly?</p> <p>Why are some greenhouse gases in the atmosphere a good thing?</p> <p>Why are too many greenhouse gases in the atmosphere causing a problem?</p> <p>What is the environment of the Arctic and Antarctica like?</p> <p>How is the Arctic and Antarctica being affected by global warming?</p> <p>How can we persuade people to do things to reduce global warming?</p> | <p><b>Recap:</b> What facts can you tell me about the UK?</p> <p><b><u>What do we find at places where the land meets the sea?</u></b></p> <p>Why have always enjoyed visiting Bournemouth? Apart from beaches and seaside resorts what other geographical features can we identify around the coastline of Britain?</p> <p>Why does Britain have such a long coastline? What do Ordnance Survey maps tell us about the physical and human features of the coastline of Britain?</p> <p>How does the coast at Bournemouth compare with the coast at Townsville in Australia?</p> <p><b>Next steps:</b> you will be learning about geographical features in the UK when you learn about the local area in Year 3.</p> |



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|                   | <b>Next steps:</b> you will look to make comparisons between places again in your year unit on N America. | <b>Next steps:</b> you will be using maps again in Summer when you look at coastlines.   |   |
| <b>Vocabulary</b> | <b>village</b><br><b>rainforest</b><br>tropical<br><b>river</b><br><b>transport</b><br>habitat<br>island  | physical features<br>human features<br>environment<br>location<br>weather<br><b>climate</b><br><b>global warming</b><br>carbon footprint<br>polar<br><b>conservation</b><br><b>sustainability</b><br>energy<br>tourism | landscape<br>tropical<br><b>bay</b><br>island<br>reef<br><b>cliff</b><br><b>headland</b><br>spit<br>port<br><b>beach</b><br>coral |

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| <b>Year 3</b>  | <b><u>Pupils should be taught to:</u></b>  | <b><u>Pupils should be taught to:</u></b>  | <b><u>Pupils should be taught to:</u></b>   |
| <b>National Curriculum and additional skills and knowledge</b> | <p><b>Locational knowledge</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North</b> and South <b>America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:<br/> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Place knowledge</b></p> <p>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 <b>North</b> or South <b>America</b>.</p> | <p><b>Locational knowledge</b></p> <p>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.<br/> 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).</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:<br/> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | <p><b>Locational knowledge</b></p> <p>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.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:<br/> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/> 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</p> |

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|  | <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b><u>Disciplinary knowledge/thinking</u></b><br/>Locate<br/>Identify<br/>Explore<br/>Describe<br/>Explain<br/>Compare and contrast<br/>Understand<br/>Summarise</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Locate</b> North America on a world map and <b>explore</b> the landscape;<br/> <b>Identify</b> countries within North America and states within the USA;<br/> <b>Explore</b> the physical geography of the Rockies;<br/> <b>Describe</b> the physical geography of Mount St Helens and <b>explain</b> the impact it has had on the surrounding area.<br/> <b>Compare</b> and <b>summarise</b> the landscapes of different US states.<br/> <b>Compare</b> New York State, New York City and their local area.</p> | <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>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.</p> <p><b><u>Disciplinary knowledge/thinking</u></b><br/>Locate<br/>Describe<br/>Observe<br/>Record<br/>Identify<br/>Explain<br/>Understand<br/>Reach conclusions<br/>Empathise<br/>Synthesise<br/>Speculate</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Next Steps Observe</b> and <b>record</b> the distribution of earthquakes in New Zealand over the past two hundred years;<br/> <b>Identify, describe</b> and <b>explain</b> the causes of earthquakes;<br/> <b>Describe</b> and <b>explain</b> why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;<br/> <b>Understand</b> through <b>explanation</b> and <b>reaching conclusions</b> why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;<br/> <b>Identify, describe</b> and <b>explain</b> the causes of volcanoes;<br/> <b>Explain</b> why volcanoes often occur at the same</p> | <p>knowledge of the United Kingdom and the wider world.<br/>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.</p> <p><b><u>Disciplinary knowledge/thinking</u></b><br/>Identify<br/>Describe<br/>Reason<br/>Explain<br/>Observe<br/>Record<br/>Understand<br/>Make judgements</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Identify, describe</b> and give <b>reasons</b> for why environments change;<br/> <b>Explain</b> with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life;<br/> <b>Observe, record</b> and <b>explain</b> changes that have occurred in the past to the school and its grounds and its immediate environment<br/> Demonstrate <b>understanding</b> of how the quality of the environment may change within the local area and make <b>judgements to explain observations</b></p> |
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|  |   | location as earthquakes in places such as New Zealand;<br><b>Locate, describe and explain</b> why so many earthquakes and volcanoes occur around the Pacific Ring of Fire  |  |
| <b>Destination questions</b>                                   | <p><b>Recap:</b> What comparisons do you remember between the UK and Kampong Ayer?<br/>Can you remember the location of the UK and Kampong Ayer on a map?</p> <p><b>What is North America like?</b><br/>Can you locate North America on a world map and explore the landscape?<br/>Can you identify countries within North America and states within the USA?<br/>Can you describe the physical geography of the Rockies?<br/>Can you describe the physical geography of Mount St Helens and the impact it has on the surrounding area?<br/>Can you compare the landscapes of different US states?<br/>Can you compare New York state, New York city with where you live?</p> <p><b>Next Steps:</b> Next time you learn about America in Geography will be in Year 4.</p> | <p><b>Recap:</b> What do we mean by physical geography? What physical features can you recall from previous units of work?</p> <p><b>Why do some earthquakes cause more damage than other?</b><br/>What happened in Christchurch, New Zealand on 22<sup>nd</sup> February 2011? How do we know?<br/>How has New Zealand been affected by earthquakes in the past?<br/>Why does New Zealand have so many earthquakes?<br/>Why don't the largest earthquakes always cause the most death and destruction?<br/>Why do most volcanoes happen in the same places as earthquakes?</p> <p><b>Next Steps:</b> The next time you learn about physical geography will be in Year 4 when you compare deserts and rainforests.</p> | <p><b>Recap:</b> What can you recall about the geographical features of the UK?</p> <p><b>How and why is my local area changing?</b><br/>Why do places change?<br/>How has our local area changed in the past?<br/>How and why does the quality of the environment change in the local area? (will need 2-3 sessions as will need to plan, do fieldwork and evaluate)</p> <p><b>Next steps:</b> The next time you learn about local geographical features will be in Year 5 when you learn about Rivers.</p> |
| <b>Vocabulary</b>  | The Caribbean Central America Denali Mississippi River <b>North America The Rockies mountain range</b> landscape location rural <b>state</b> urban  | <b>Earthquake epicentre Richter scale tectonic plate</b> remote crust mantle core volcano fault  | <b>residential commercial recreation</b> leisure redevelopment   |
| <b>Year 4</b>  | <b><u>Pupils should be taught to:</u></b>   | <b><u>Pupils should be taught to:</u></b>  | <b><u>Pupils should be taught to:</u></b>  |
| <b>National Curriculum and additional skills and knowledge</b> | <p><b>Locational knowledge</b><br/>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.<br/>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>   | <p><b>Locational knowledge</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities<br/>Identify the position and significance of latitude, longitude, <b>Equator</b>, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <b>the</b></p>   | <p><b>Locational knowledge</b><br/>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.<br/>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>                            |

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|  | <p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>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.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Identify<br/>Describe<br/>Compare<br/>Reason<br/>Conclude<br/>Understand<br/>Observe<br/>Explain<br/>Locate<br/>Synthesise<br/>Empathise</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Identify, describe</b> and begin to offer <b>reasons</b> for the distribution of different types of climate around the world;</p> | <p><b>Prime/Greenwich Meridian and time zones (including day and night).</b></p> <p><b>Place knowledge</b><br/>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 <b>South America</b>.</p> <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Describe<br/>Explain<br/>Identify<br/>Understand<br/>Reason<br/>Make judgements<br/>Recognise/speculate<br/>Synthesise<br/>Empathise<br/>Justify</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Locate</b> South America on a world map and <b>identify</b> a range of it physical and human features;</p> | <p>Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>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.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Describe<br/>Explain<br/>Identify<br/>Understand<br/>Reason<br/>Make judgements<br/>Recognise/speculate<br/>Synthesise<br/>Empathise</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Describe and explain</b> using examples what living sustainably means;</p> |
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|                              | <p><b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world;</p> <p><b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> this with climate graphs of other locations to reach <b>conclusions</b> and <b>make judgements</b>;</p> <p><b>Understand</b> how climate affects both the landscape of different biomes and the plants and animals that can live there;</p> <p><b>Observe, describe</b> and <b>explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p><b>Identify, locate; describe</b> and <b>explain</b> how plants and animals are adapted to the climate of either the coniferous forest or savannah biome.</p> <p><b>Describe</b> the natural environment of the Atacama Desert and <b>explain</b> why the city of Arica is the driest inhabited place in the world;</p> | <p><b>Locate</b> the countries and capital cities of South America;</p> <p><b>Compare and contrast</b> key facts about Brazil with the United Kingdom;</p> <p>Use photographs and information texts to <b>justify</b> what daily life in Rio might be like;</p> <p><b>Identify and reason</b> how my life is linked to Rio and the South East of Brazil.</p> <p><b>Identify and compare</b> the pros and cons of hosting the Olympic Games.</p> | <p><b>Identify, describe</b> and <b>explain</b> the differences between renewable and non-renewable resources;</p> <p>Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to <b>identify</b> and <b>explain</b> priorities to help the school become more sustainable;</p> <p><b>Understand</b> in basic terms how solar panels and wind turbines generate electricity;</p> <p><b>Identify, describe</b> and offer <b>reasons</b> for how sources of energy used to make electricity in the United Kingdom are changing;</p> <p><b>Explain</b> how electricity is generated in hydroelectric power stations;</p> <p><b>Describe, observe, explain</b> and make a <b>judgement</b> as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable;</p> <p><b>Recognise</b> and <b>explain</b> ways in which their lives at home could be more environmentally sustainable.</p> |
| <b>Destination questions</b> | <p><b>Recap:</b> What can you remember about why the weather is different in different places?</p> <p><b><u>Why are jungles so wet and deserts so dry?</u></b></p> <p>What are the world climates?<br/>How do climate graphs help geographers compare the climate of one place with another?<br/>How does the climate affect the plants and animals living in a place?<br/>Why is the jungle of the Amazon Rainforest so wet and humid?<br/>Why is Africa the driest inhabited place on Earth?</p> <p><b>Next Steps:</b> Next time you learn about weather will be in Year 5 when you look at mountains.</p>   | <p><b>Recap:</b> What do you remember about North America?</p> <p><b><u>Where is South America and what is it like?</u></b></p> <p>What time is it in different parts of South America?<br/>How does Brazil compare with my country?<br/>What's special about Rio de Janeiro?<br/>How is my life linked to south-east Brazil?<br/>Were the 2016 Olympic Games good for Brazil?</p>  | <p><b>Recap:</b> What can you remember about global warming from Year 2?</p> <p><b><u>How can we live more sustainably?</u></b></p> <p>What does sustainability mean?<br/>How can we help to make our school more sustainable?<br/>Why are we seeing more wind and solar farms in the countryside?<br/>How are solar cookers helping people to live more sustainably?</p> <p><b>Next Steps:</b> In Year 6 you will study Climate change.</p>  |

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|  |   | <b>Next Steps:</b> The next time you learn about a specific location will be in Year 5 when you study Greece.  |  |
| <b>Vocabulary</b>  | Biodiversity <b>ecosystem habitat</b> prevailing wind climate graph <b>precipitation</b> flora fauna <b>rainforest desert</b> adaptation  | Cerro Aconcagua Lake Titicaca São Paulo <b>Southern Hemisphere Northern Hemisphere</b> La Paz Ushuaia <b>latitude longitude</b> time zone Tropical Brasilia <b>Population</b>  | <b>sustainability wind farms solar power countryside</b>   |
| <b>Year 5</b>  |   |  |  |
| <b>National Curriculum and additional skills and knowledge</b> | <p><b><u>Pupils should be taught to:</u></b></p> <p><b>Locational knowledge</b><br/>The countries (including the location of Russia), major cities and key physical and human geography of Europe.<br/>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.</p> <p><b>Place knowledge</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>Physical geography including climate zones and volcanoes.<br/>Human geography including economic activity and trade links, and the distribution of natural resources including energy.</p> | <p><b><u>Pupils should be taught to:</u></b></p> <p><b>Locational knowledge</b><br/>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.<br/>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.</p> <p><b>Place knowledge</b><br/>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.</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | <p><b><u>Pupils should be taught to:</u></b></p> <p><b>Locational knowledge</b><br/>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.<br/>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</p> <p><b>Place knowledge</b><br/>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.</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> |



### Geographical skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### **Disciplinary Knowledge/ Thinking**

Identify  
Recognise  
Describe  
Compare and contrast  
Explain  
Make judgements  
Observe  
Reason  
Empathise  
Critique  
Evaluate  
Hypothesise  
Justify

**During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:**

**Identify, recognise and describe**, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day;

**Identify, describe and compare and contrast** the countries of Europe;

**Recognise, describe and explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular;

**Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region;

Make a **reasoned geographical judgement**, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.

### Geographical skills

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.

#### **Disciplinary Knowledge/ Thinking**

Recognise  
Identify  
Explain  
Locate  
Describe  
Compare and contrast  
Reach a conclusion  
Interpret  
Make judgements

**During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:**

**Recognise, identify and explain** what geographers define as mountains and **understand** how this can lead to disagreements;

**Identify, locate and describe** the location of the largest ranges of mountains in the world and the countries that they cover;

**Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains;

**Identify, describe, compare and contrast** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains;

**Explain** and reach a **conclusion** as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east;

### Geographical skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

#### **Disciplinary Knowledge/ Thinking**

Locate  
Explore  
Persuade  
Compare and contrast  
synthesise  
Justify

**During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:**

**Locate** Europe on a world map and identify some of its characteristics.

**Locate** some Europe's countries and capitals and find out more about them.

**Synthesise** by using Key facts and persuasive techniques to **persuade**.

**Compare and contrast** news stories.

**Compare and justify** the differences of life in Athens with their life in their local area.



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|  | <b>Explain</b> how volcanoes form, <b>observe</b> the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution;  | <b>Identify, locate, describe</b> and <b>explain</b> the tourist attractions of the Cambrian Mountains by <b>interpreting</b> and <b>making judgements</b> from evidence presented on Ordnance Survey maps;  |   |
| <b>Destination questions</b>                                   | <p><b>Recap:</b> What can you remember about earthquakes from Year 3?</p> <p>What is a Volcano? How are Volcanoes formed? Where in the world are Volcanoes?</p> <p>How does the physical and human geography of Hiemaey compare to where we are? Why are there volcanoes on Hiemaey? What happens when a volcano erupts? Why do people live near volcanoes?</p> <p><b>Next Steps:</b> You will apply the physical geography knowledge again in Spring Term when you study mountains.</p> | <p><b>Recap:</b> What do you remember about the formation of volcanoes from Autumn term?</p> <p><b>Why are mountains so important?</b><br/>What is a mountain? Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</p> <p>How were the world's greatest mountain ranges formed?<br/>How are the Cambrian mountains different from the Himalaya Mountains?<br/>Why do tourists visit the Cambrian Mountains?</p> <p><b>Next Steps:</b> You will learn more about physical geography again in Year 6 when you study Rivers.</p> | <p><b>Recap:</b> What are the 7 continents and can you name at least one country within that continent?</p> <p>Can you locate Europe on a world map and identify some of its characteristics?<br/>Can you locate some of Europe's countries and capitals, and find out more about them?<br/>Can you explore and describe different European cuisine?<br/>Can you use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean?<br/>Can you compare and contrast news stories about the Mediterranean?<br/>Can you compare life in Athens with my life and my local area?</p> <p><b>Next Steps:</b> You will learn about human geography again and its impact on an area when you study fair trade in Year 6.</p> |
| <b>Vocabulary</b>  | Landscape <b>volcano</b> evacuate fjord crust<br>Mantle core <b>tectonic plate</b><br>Remote constraint solidify <b>Mid-Atlantic Ridge</b>   | <b>Mountain landscape range tectonic plates</b><br>Crust mantle core strata <b>valley</b>  | <b>Europe</b> recreation retail transport <b>capital city</b><br>rural city <b>cuisine</b> industry <b>Mediterranean</b><br>town  |
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| <b>Year 6</b>  | <b><u>Pupils should be taught to:</u></b>  | <b><u>Pupils should be taught to:</u></b>  | <b><u>Pupils should be taught to:</u></b>   |
| <b>National Curriculum and additional skills and knowledge</b> | <p><b>Locational knowledge</b><br/>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.<br/>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>   | <p><b>Locational knowledge</b><br/>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.</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:</p>  | <p><b>Locational knowledge</b><br/>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.<br/>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</p>  |

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|  | <p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>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.</p> <p>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.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Identify<br/>Describe<br/>Reason<br/>Explain<br/>Recognise<br/>Compare and contrast<br/>Measure<br/>Record<br/>Present<br/>Reach a conclusion<br/>Interpret<br/>Justify<br/>Apply</p> | <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>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.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Describe<br/>Explain<br/>Evaluate<br/>Reflect<br/>Identify<br/>Compare and contrast<br/>Judge<br/>Understand</p> <p><b><u>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Describe</b> and <b>explain</b> why the Silk Road was the most important trading route in the history of the world; <b>evaluate</b> and <b>reflect</b> upon some of the changes that occurred as a result of the movement of people and commodities along it;</p> <p><b>Explain</b> why and how countries trade with each other, <b>identify</b> and <b>describe</b> the commodities that are most frequently traded and <b>evaluate</b> some benefits and disadvantages of trading;</p> <p><b>Compare and contrast</b> the range of commodities most commonly imported by the United Kingdom from China with some of the</p> | <p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br/>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).</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of:<br/>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>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.</p> <p><b><u>Disciplinary Knowledge/Thinking</u></b><br/>Identify<br/>Describe<br/>Explain<br/>Evaluate<br/>Understand<br/>Reflect<br/>Compare and contrast<br/>Make judgements</p> <p><b><u>During the enquiry pupils will have opportunities through the application and</u></b></p> |
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|  | <p>Critique<br/>Hypothesise.</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p><b>Identify</b> and <b>describe</b> how physical features of rivers change from source to mouth;</p> <p>Offer <b>reasons</b> to <b>explain</b> why the course of a river changes as it flows from higher to lower ground;</p> <p>Use OS maps, aerial photographs and GIS to <b>recognise, describe, compare and contrast</b> and <b>explain</b> how physical features change along the course of a river;</p> <p>Use a range of fieldwork techniques to <b>measure, record</b> and <b>present</b> and <b>explain</b> changes along a section of a local river and to <b>reach a conclusion</b> as to whether it constitutes a healthy habitat for living things;</p> <p><b>Identify</b> and <b>describe</b> the features of river estuaries and <b>explain</b> why they are such important ecosystems for wildlife;</p> <p><b>Describe</b> the components of the hydrological or water cycle and <b>explain</b> the important role that rivers play;</p> <p><b>Interpret</b> a range of geographical evidence to reach a <b>conclusion</b> as to why Bangladesh is at such a risk of serious annual river flooding;</p> | <p>products that are frequently exported by companies in the United Kingdom to China and <b>describe</b> and <b>explain</b> the differences;</p> <p><b>Describe, explain</b> and <b>reflect</b> on why the terms of international trade are not always fair for some producers of goods in other countries around the world;</p> <p><b>Explain</b> what Fairtrade is <b>compare and contrast</b> the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and <b>evaluate</b> and <b>judge</b> the benefits to be gained from Fairtrade certification;</p> <p><b>Evaluate</b> and <b>judge</b> the extent to which their school currently engages with Fairtrade, <b>understand</b> any constraints that exist; <b>reflect</b> and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status;</p> <p><b>Understand</b> what the ethical production and purchasing of clothes entails, <b>evaluate</b> and reach a <b>judgement</b> regarding the practice of popular clothing companies.</p> | <p><b><u>analysis of a wide range of geographical skills and resources to:</u></b></p> <p><b>Identify, describe</b> and <b>explain</b> why communities in The Gambia are being affected by changes in weather patterns associated with climate change and <b>evaluate</b> the impact on people;</p> <p><b>Evaluate</b> a range of evidence, reach a <b>conclusion</b> and make <b>judgements</b> as to the impact on people of changing weather patterns in Victoria in Southeast Australia;</p> <p><b>Understand</b> why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make <b>judgements</b> about what should be included in them;</p> <p><b>Reflect</b> upon and <b>evaluate</b> different viewpoints and reach a personal <b>judgement</b> about the implications of changing weather patterns on the people of Greenland;</p> <p><b>Identify, describe, compare and contrast</b> and <b>explain</b> how global warming is affecting weather patterns around the world and evaluate its impact in different places;</p> <p><b>Understand</b> how and why countries around the world have acted to reduce global warming and reach a <b>judgement</b> about how effective this might be;</p> <p><b>Understand</b> how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions;</p> <p><b>Describe</b> and <b>explain</b> how each of the main renewable sources of energy works, <b>evaluate</b> their advantages and disadvantages and make a</p> |
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|                              |   |  | <b>judgement</b> regarding which would be most suitable for the poorest countries in the world.  |
| <b>Destination questions</b> | <p><b>Recap:</b> What can you remember about the physical features of mountains and how they are formed?</p> <p><b>What is a river?</b><br/>How does the course of a river change from the source to the mouth?<br/>National and local study (incorporate DW 1and 2- will be more than 1 lesson)</p> <p>Why are river estuaries such an important place for wildlife?</p> <p>Why are river such an important part of the water cycle?</p> <p>How do rivers flood and why is it such a problem?</p> <p><b>Next Steps:</b> You will study physical geography and features again in Key Stage 3.</p> | <p><b>Recap:</b> How does the UK compare to other places in the world?</p> <p><b>Why is fair trade fair?</b></p> <p>What is trade? How was trade transported in the past? What is a Silk Road?</p> <p>How does the United Kingdom import a lot of its trade? Where does a lot of the United Kingdom import its trade from?</p> <p>What does the United Kingdom export to the people of China?</p> <p>Why isn't trade always fair for some people?</p> <p>Why is fair trade fair?</p> <p><b>Next Steps:</b> You will study human and physical processes and their impact on the world again in Key Stage 3.</p> | <p><b>Recap:</b> How do we, as a school, try to be sustainable?</p> <p><b>How is climate change affecting the world?</b></p> <p>How does the change in weather patterns affect people's lives? (DW Q 1,2,3,4- 4 lines of enquiries looking at how it is affecting people differently) (could look at more than 1 in a lesson, or give one to each group to look at?)</p> <p>Why are people all over the world noticing that the weather they are used to is changing?</p> <p>What have the countries of the world agreed to do about global warming?</p> <p><b>Next Steps:</b> You will study human and physical processes and their impact on the world again in Key Stage 3.</p> |
| <b>Vocabulary</b>            | landscape<br><b>course</b><br><b>estuary</b><br><b>meander</b><br>habitat<br>ecosystem<br>pollution<br>water cycle<br>confluence<br>port<br>dock<br>monsoon   | <b>goods</b><br><b>services</b><br><b>consumer</b><br><b>producer</b><br>ethical<br>co-operative<br>premium<br>guarantee<br>port<br>domestic<br><b>international</b><br><b>export</b><br><b>import</b>   | landscape<br><b>renewable</b><br><b>conservation</b><br>drought<br>desertification<br>ice sheet<br>raw material<br>heatwave<br>mitigation<br>atmosphere<br>emission  |

Concepts that run through all geography units

Location   Scale   Distribution   Processes   Change   Interaction   Interdependence   Sustainability   Diversity

## Curriculum overview for Geography Appendix

Year coverage for 2022/23

|                  | Autumn   | Spring   | Summer   |
|------------------|--|--|--|
| <b>Nursery</b>   | Houses and Homes<br>Season Walk and Weather  | Woodland Landscape (Goldilocks)<br>Season Walk and Weather | United Kingdom and Fictional Island (Motinui)<br>Season Walk and Weather |
| <b>Reception</b> | Local Environment  | Natural World  | Around the World   |
| <b>Year 1</b>    | Weather and climate<br>(fieldwork opportunity)   | Local area   | United Kingdom   |
| <b>Year 2</b>    | Comparison of a small area in a contrasting non-European country<br>Kampong Ayer, Asia | Global Warming   | Coasts   |
| <b>Year 3</b>    | Local Area<br>(fieldwork opportunity)  | Earthquakes  | North America  |
| <b>Year 4</b>    | Why are jungles so wet and deserts so dry?   | South America  | How can we live more sustainably?  |
| <b>Year 5</b>    | Locality Study of Choice   | Mountains  | KS2 Europe and Study of a Country (Greece/Athens)                        |
| <b>Year 6</b>    | Locality Study of Choice   | Fairtrade  | Climate change   |