# St John's Geography Whole School Long Term Plan (2023 - 2024)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **EYFS** | Families and our houses<br>Our address<br>Handa's Surprise- Africa<br>On the way home-maps<br>Dewsbury/England/London | Vehicles for different journeys<br>Space/planet Earth<br>Christmas around the world<br>Jolly Christmas Postman | Chinese New Year<br>Local heroes<br>Jobs in the community | | Special places<br>What the Ladybird Heard-maps<br>Animal habitats | Pirates- treasure maps<br>Natural/manmade<br>Sea pollution<br>Climate change |
| **Year 1** | | **Locational Knowledge**<br>Continents and Oceans / countries and capital cities of the United Kingdom | | **Human and Physical Geography**<br>Hot and Cold Locations | | **Geographical Skills and Fieldwork**<br>Mapping and Fieldwork skills |
| **Year 2** | | **Human and Physical Geography**<br>the local area<br>&<br>**Geographical Skills and Fieldwork**<br>study fieldwork and map skills. | | **Human and Physical Geography**<br>a small area of United Kingdom, and of a contrasting non-European country (Nairobi) | | **Human and Physical Geography**<br>a small area of United Kingdom, and of a contrasting non-European country. (Yanomami) |
| **Year 3** | | **Locational Knowledge**<br>Counties and regions of the United Kingdom | | | **Geographical Skills and Fieldwork**<br>Fieldwork and Map Skills | **Geographical Skills and Fieldwork**<br>OS Map skills and Fieldwork |
| **Year 4** | | **Geographical Skills and Fieldwork**<br>Environmental regions of Europe, Russia, North and South America. | | **Locational Knowledge**<br>Latitude and Longitude | | **Human and Physical Geography**<br><br>Rivers<br>The Water Cycle |
| **Year 5** | | **Human and Physical Geography**<br>Location of countries of the world, including biomes and environmental regions | **Geographical Skills and Fieldwork**<br>Map skills – Four and Six Figure Grid References | **Geographical Skills and Fieldwork**<br>Ordnance Survey (OS) map skills and fieldwork | | |
| **Year 6** | | **Human and Physical Geography** | **Human and Physical Geography**<br>**Place Knowledge** | **Place Knowledge**<br>Study and compare places: region in the UK, Europe and North America. | | **Geographical Skills and Fieldwork** |

| | | | | | |
|---|---|---|---|---|---|
| | | Study Physical processes: earthquakes, mountains and volcanoes | Study of human and physical geography: economic, settlement and trade links | | Study orienteering: map and fieldwork skills |

## Geography Substantive Concepts

| Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
|---|---|---|---|
| Where a place actually is found.<br><br>**LOCATION**<br><br>It helps us describe and remember where places are.<br><br>Name and locate locations. Use absolute positioning system. | What a location is like.<br><br>**PLACE**<br>Describes the physical and / or human geography as well as the personal and cultural experience related to that place | The interactions between people, places and the environment.<br><br>**HUMAN GEOGRAPHY**<br><br>The built environment. Effect of migration and settlement.<br>The effect on the landscape and environment.<br>The natural shaping of the surface of the Earth as well as the physical process that create the environment.<br><br>**PHYSICAL GEOGRAPHY**<br>The natural environment.<br>How a place is shaped naturally by physical processes.<br>How the environment is impacted by human geography. | Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.<br><br>**SKILLS AND FIELDWORK**<br><br>The collecting of information about people, places and the environment. |

**Disciplinary knowledge** – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. We draw upon the work of Cresswell, Lambert and Massey to offer suggestions about the discipline of geography. Thinking like a geographer.

| Place and Space | Scale and Connection (Relationship and interdependence) | Physical and human geography | Environment and sustainability | Culture and diversity (Uniqueness) |
|---|---|---|---|---|
| **Place** | **Scale** | **Physical and human geography** | **Environment** | **Culture** |

| | | | | |
|---|---|---|---|---|
| Key idea is that place is its location and what it means to people.<br><br>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs).<br><br>**Space**<br><br>Location on the Earth's surface defined by latitude and longitude.<br><br>Space is more general and does not have meaning. | To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out.<br><br>**Connection**<br><br>How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global.<br><br>**Relational perspectives**<br><br>There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact. | An appreciation of how places evolve and are shaped by physical or human geography.<br><br>**PAST**<br>How have physical processes and people influenced this place?<br><br>**PRESENT**<br>How are physical processes and / or people influencing this place?<br><br>**FUTURE**<br>What could this place be like in the future, given the influences by physical processes or people | What is the environment like? Draws upon human and physical geography to help explain ' how did it get like that?'<br><br>Makes us think about our ethical consumer habits and choices made about environmental impact.<br><br>**Sustainability**<br>An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution.<br>What it means to be a responsible citizen, embracing global dimensions within a local setting. | The way people have done or do things around here.<br>The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time.<br>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.<br><br>**Diversity**<br>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection.<br>The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine…<br><br>**Regional inequality**<br>For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities |

# Geography Curriculum Narrative

| EYFS |
| --- |
| Geography in the EYFS might look like:<br><br>- Role playing places they have visited- fire stations, doctors<br>- Talking about similarities about themselves and others<br>- Exploring the local area and talking about meaningful buildings<br>- Following instructions which includes positional language<br>- Sharing books about our world, the environment, the weather.<br>- Treasure hunts using simple maps<br>- Using programmable toys and planning a route<br><br>Children at the expected level of development will:<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>-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>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Key Stage 1** |
| The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the key features they need to include. CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.<br><br>Initially, children study the **orientation of the world** through acquiring and making locational sense of the **7 continents and 5 oceans of the world.** They extend their knowledge and study the **countries and capital cities of the United Kingdom**, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.<br><br>Throughout KS1, pupils enhance their locational knowledge by studying and identifying **human and physical features of places.** To deepen this understanding and transfer concepts, pupils study **contrasting locations** throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a **non-European location in Africa, such as Nairobi.** This is also complemented by a study of an **indigenous tribe in the rainforests of Brazil and** |

**Venezuela. These** two studies also offer rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.

**Fieldwork and map skills are** further developed with a study of the local area, using cardinal points of a compass. Maps are introduced through familiar stories as a way to communicate what the place and space is like. Pupils retrieve and apply knowledge about human and physical features in their local context. **OS maps** are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. CUSP Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

**Lower Key Stage 2**

As pupils begin KS2, **fieldwork and map skills** are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the **features of the UK.** Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits. Further studies are undertaken to elaborate fieldwork and map skills through a sharper focus on **OS maps.**

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of **rivers.** To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through **latitude and longitude.** Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the **water cycle.** It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects.

Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America.

A deliberately planned study focusing on the **environmental regions of Europe, Russia, and North and South America** draws attention to climate regions and is the precursor to studying biomes in UKS2.

**Upper Key Stage 2**

The study of **Biomes and Environmental regions builds** upon world locations, latitude and longitude studies. **World countries and major cities** are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things tasks. The study of biomes is revisited deliberately to ensure the content is remembered and applied.

In upper KS2, the study of **4 and 6 figure grid references** supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. Terrain is studied through **contour lines** and **OS map skills and fieldwork. More advanced mapping skills** using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Pupils take part in **geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations.** This abstract concept is made concrete through studying and comparing the Lake District, the Tatra mountains of Poland and the Blue mountains of Jamaica. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of **Earthquakes, mountains and volcanoes.** This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

**Settlement, trade and economic** activities are the focus of a study that draws upon the Windrush generation module in CUSP History. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

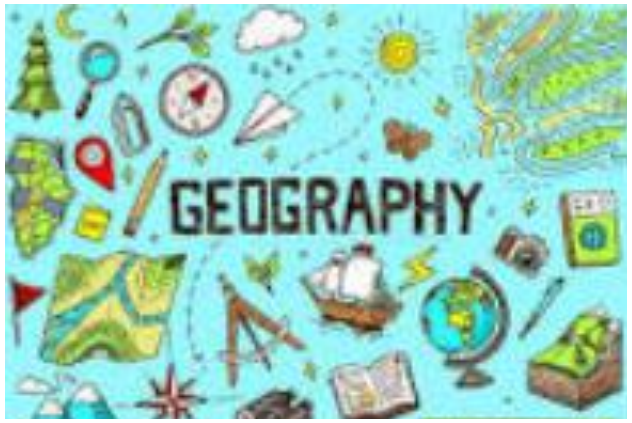
# Geography in EYFS

| | |
|---|---|
| **Subject:** | Geography |
| **Year Group:** | Reception |

**Prior/Background Knowledge:**

Children should start school:

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




**People, Culture and Communities and The Natural World ELG**

Children at the expected level of development will:

-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

-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.

-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.

-Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Autumn 1:**

We learn all about our families and the homes we live in. We look at a big map of Dewsbury Moor and locate the places we know (school, Asda, mosque etc) we also look at some of the map symbols for these places.

Children send in photos of their homes and are asked to learn their address. We post a letter home as part of this.

When reading **Handa's Surprise**- we find Africa on a world map and compare Handa's home to our own. We read a book called 'homes' which looks at children all over the world and their different homes.

When reading **On the way home** we talk about our own journey to school and the things that we pass. We add things to a simple map to represent our own journey home.

We talk about **Dewsbury** being a **town** in **England.** We learn that the capital of England is **London.**

**Autumn 2:**

When reading **wheels, wings and other things** we talk about which vehicles are appropriate for different journeys. This leads to a discussion about different places they may have visited.

When reading books about **space,** children learn that we live on planet **Earth;** they began to get a feel for how big the universe is.

When learning about Christmas, children gain an insight into **Christmas around the world** and how different countries may celebrate.

Children create a map for **The Jolly Christmas Postman** to follow to deliver all his presents and letters. We have a Post Office role play area.

**Spring 1:**

We learn about **Chinese New Year** and how people in China and all over the wold may be celebrating.

**Local healthy heroes**: We contact some local 'heroes' who talk about coming from the same area as our children.

**Parents jobs:** When talking about local heroes we ask children to find out what jobs their adults do. Some adults work locally so we add their photo and place of work to our map (post office, Asda, Dewsbury hospital)

**Spring 2:**

**Summer 1**

In RE we talk about **special places** such as a place we like to go on holiday, somewhere in our local area, a religious building.

After reading **What the ladybird heard** children design their own map of a farm and explain how you can get from one place to another.

We go on a trip to a farm and draw maps of all the things we saw. Whilst on the trip we show children how we need to follow the map to know where we are going.

When learning about different animals; we discuss their habitats and talk about which countries they live in.

**Summer 2:**

When learn all about **pirates** and make treasure maps!

In RE we talk about our **natural world** and the things we find beautiful. We discuss the difference between **man made** and **natural.**

When learning about sea creatures, we begin to discuss **sea pollution**. We also talk about **ice caps melting** and learn about which parts of the world these might be found. We introduce children to the terms **Arctic** and **Antarctic.**

## Key history vocabulary:

**Map, journey, symbol**

**The world, Earth, United Kingdom, England, London, Dewsbury, capital, town**

**Man made, natural**

**Ocean, sea**

**Seasons**

**Weather**

**Arctic/ Antarctic**

**North/South Pole**

## Ongoing

**World map:** This is displayed in the classroom alongside a globe and some atlas/map books. We put photos up of children who were born in a different country and explain where they are from. This is then added to throughout the year for important events on the news/calendar.

**Map of the United Kingdom:** This is displayed and referred to throughout the year. We talk about living in **England.** We learn about the Saint days as they happen throughout the year and refer to the country they are celebrated.

**Story maps:** For many of the texts read in our English lessons, the adults and children draw story maps to show the journey through the book.

**Local walks:** Throughout the year children have 4 walks to the park, a walk to church and one to mosque. During these walks we discuss our local area and children point out places they know.

**Weather:** Every morning when we complete the calendar, we discuss the weather.

# St John's Geography Medium Term Plan (using CUSP resources)

| Yr group, Unit Title | Substantive concept | Previous Learning | National Curriculum – Learning Questions | Tier 2 Vocabulary | Tier 3 Vocabulary |
|---|---|---|---|---|---|
| Year 1<br>Continents, Oceans, UK countries, capital cities and surrounding seas | **LOCATIONAL KNOWLEDGE** - Location, Order, Connection | **ELG: People, Culture and Communities**<br>*Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.*<br><br>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fictiontexts and (when appropriate) maps.<br>**ELG: The Natural World**<br><br>*Exploring the natural world around them, makingobservations and drawing pictures of animals and plants.*<br><br>Know some similarities and differences between the naturalworld around them, and contrasting environments, drawing on their experiences and what has been read to them in class. | **Locational knowledge**<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><br>**Continents:**<br>**What are the 7 continents of the world?**<br>-Know the different continents- Asia, Africa, Europe, North America, South America, Australasia/Oceania & Antarctica<br>**Oceans:**<br>**What are the 5 oceans of the world?**<br>-Know the 5 oceans- Pacific, Atlantic, Indian, Southern & Arctic<br>Remember:<br>-What are the 7 continents and 5 oceans of the world?<br>**Countries:**<br>**What are the four countries of the United Kingdom?**<br>-Know the four counties- England, Northern Ireland, Scotland & Wales<br>**Capital Cities:**<br>**What are the capital cities of the four kingdoms of the UK?**<br>-know the capital cities-London, Belfast, Edinburgh and Cardiff<br>**Seas:**<br>**What seas surround the UK?**<br>-know the seas- English Channel, North Sea, Irish Sea and Atlantic Ocean. | vast<br>azure<br>rotated<br>expanse | ocean<br>continent<br>polar<br>atlas |
| Year 1<br>Hot and cold locations | **Substantive concept - HUMAN AND PHYSICAL GEOGRAPHY -** Location, | **Year 1:**<br>Introduce UK countries, capital cities, continents and oceans<br>**Y1: Revisit**<br>Revisit countries, capital cities, continents and oceans. | **Human and physical geography**<br>• identify seasonal and daily weather patterns in the United Kingdom<br>- know the seasons-Spring, Summer, Autumn & Winter<br>-recognise the different weather patterns- rain, sun, wind, thunder, snow, lightening, hail, cloudy, | location<br>moist<br>misty<br>scorched<br>freezing<br>tropical | continent<br>ocean<br>polar<br>equator<br>temperature<br>compass |

| | | | | | |
|---|---|---|---|---|---|
| | Environment, Culture | | • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br><br>**Hot and cold places:**<br>**Where is the equator?**<br>-Know the Earth's Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles<br><br>**Where is hot and where is cold on the Earth?**<br>-know places close to the Equator are hotter.<br>-know the coldest places on Earth are far from the Equator<br><br>**Where are the North and South Poles? What are they like?**<br>- know the North Pole (Arctic)- very top of the Earth, not a country or a continent. It is actually mostly a frozen ocean. Artic circle includes parts of the following countries- Norway, Finland, Sweden, Russia, the USA, Canada, Denmark and Iceland.<br>-Know South Pole (Antarctica) is a continent. It is the coldest and windiest place on Earth.<br><br>**Where can I find hot countries? What are they like?**<br>-know the closer you are to the middle and widest part of earth (the equator), the hotter the weather is.<br>The more north or south you go from the middle, the colder it gets.<br>-know that in hot countries (like in Libya, Mexico and India), it is<br>hot for most of the year. These countries have two seasons called the wet and dry seasons. It rains a lot but has very high temperatures in the wet season. The sun shines for many hours every day.<br><br>**What I know about hot and cold places:**<br>Summary – where are hot and cold places of the world? | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Continuous Learning:** Record the weather using a daily dashboard:<br>• Day, Month, Year, Weather and temperature symbols.<br><br>Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy | | |
| **Year 1 Fieldwork and mapping** | **GEOGRAPHICAL SKILLS AND FIELDWORK -** Location, Environment, Patterns | Y1: Introduce UK countries, capital cities, continents and oceans<br><br>Y1: Revisit<br>Revisit countries, capital cities, continents and oceans.<br><br>Y1 Hot and cold locations | **Human and physical geography**<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.<br><br>**What is a map?**<br>-know a map tells a story, shows a place (a particular area). Can show places like city, town, villages. It shows a how a space is used.<br><br>**How do I make an imaginary map?**<br>- Read together We're Going on a Bear Hunt.<br>-Create a map connecting the different places and spaces- long wavy grass, a deep cold river, thick oozy mud etc<br><br>**How do I make a real map?**<br>-Make a map of route from classroom to another area of the school-<br>Walk the route, what doors you go through, what corridors do you walk through, which classrooms do you pass etc | Place<br>Space<br>Local<br>Far away | Map<br>Connect<br>Fieldwork |

| Yr group, Unit Title | Substantive concept | Previous Learning | National Curriculum – Learning Questions | Tier 2 Vocabulary | Tier 3 Vocabulary |
|---|---|---|---|---|---|
| Year 2<br><br>**Local Area Study** | **Substantive concept - <u>HUMAN</u> AND PHYSICAL GEOGRAPHY** | **EYFS:** People, Culture and Communities<br><br>**EYFS:** The Natural World | Local area – human and physical features<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 • use simple compass directions (North, South, East and West) and locational and | increase<br>decrease<br>align<br>symbol<br>observe | aerial<br>scale<br>cardinal point<br>valley<br>port |

| | | | | | |
|---|---|---|---|---|---|
| **Human and Physical Features** | Location, Order, Environment, Culture, Time, Pattern<br><br>**Substantive concept – HUMAN AND <u>PHYSICAL</u> GEOGRAPHY**<br>Location, Order, Environment, Pattern | **Y1:** Continents and oceans of the world, UKcountries, capital cities and seas<br><br>**Y1:** Hot and cold climates, including the equator<br><br>Y1- Fieldwork and mapping skills- our school. | directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment<br><br>**Human Features:**<br>**What are human features?**<br>-know human features are things like houses, roads and bridges. They have been built by people.<br><br>**Physical Features:**<br>**What are physical features?**<br>-know physical features are things like seas, mountains and rivers are natural. They would be here even if there were no people around.<br>**Local Area:**<br>**What features does our local area have?**<br>Identify the different human and physical features-<br>Human- houses, schools, churches, mosques, roads, bridges, factories, canal<br>Physical features- hills, valley, woodland. | sketch | vegetation |
| **Year 2**<br><br>**Compare a small part of the UK and a contrasting non-European country - Kenya** | **PLACE KNOWLEDGE** - Location, Environment, Culture, Connection | **Y1:** Continents and oceans of the world<br><br>**Y1:** UKcountries, capital cities and seas<br><br>**Y1:** Hot and cold climates, including the equator<br><br>**Y2:** Local Area study | **Place knowledge**<br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br>**Europe**<br>**United Kingdom Capital cities:**<br>Remember countries and capital cities of the UK.<br><br>**Africa (Kenya and Nairobi)**<br>Where is Kenya?<br>Know Kenya is a country on the continent of Arica. Its location falls both in the northern and southern hemispheres. | urban<br>sprawling<br>contrast<br>horizon<br>inspiring<br>breath-taking<br>striking<br>cityscape<br>majestic<br>spectacular<br>colossal<br>scenic | landmark<br>country<br>capital<br>climate<br>feature<br>savanna |

| | | | | | |
|---|---|---|---|---|---|
| | | | **What are the physical and human features?**<br>Know the following features-<br>Physical features- mountains, savannas, lakes<br>Human features- towns and villages<br><br>**Where is Nairobi?**<br>Know Nairobi is the capital city situated in the south- central part of Kenya.<br><br>Describe Nairobi.<br>Know it is urban. It is surrounded by a national park- savannas that contain wild animals such as giraffes, lions and zebras.<br><br>**Compare the human and physical similarities and differences:**<br>**How are London and Nairobi similar?**<br>Both capital cities of their countries.<br>Human features- both busy urban cities built by humans. They both have landmarks. They both have rivers.<br><br>**How are London and Nairobi different?**<br>Their physical features and weather are different. | | |
| **Year 2**<br><br>**Fieldwork and map skills** | **GEOGRAPHICAL SKILLS AND FIELDWORK** - Location, Environment, Pattern, Similar | **Y1:** Our school<br><br>**Y1:** Continents and oceans of the world and UK countries, capital cities and seas<br><br>**Y1:** Hot and cold climates, including the equator<br><br>**Y2:** Comparison study of small are and non-European location (UK and Kenya) | **Field-work and map skills**<br>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment<br><br>**Fieldwork, mapping and position:**<br>**How do we describe places?**<br>-know that you describe places using their human and physical features. | increase<br>decrease<br>align<br>symbol<br>observe<br>sketch | aerial<br>scale<br>cardinal point<br>valley<br>port<br>vegetation |

| | | | | | |
|---|---|---|---|---|---|
| | | | -Use photographs taken from aerial view, maps and compass points to do so.<br><br>**Fieldwork, mapping and symbols:**<br>**What physical features does this place have?**<br>**What human features does this place have?**<br>-Observe local area, use aerial view photographs and OS maps to describe the human an physical features in the local area such as hills, woodland, roads, factories etc<br><br>**Mapping and drawing:**<br>• **Map keys: how can we show what a place is like?**<br>• **Sketch map: how can we show what a place is like?**<br>-Know maps contain a key (to show what symbols mean) and a title to explain the location.<br>Observe features of Beaumont Park and sketch a map showing physical and human features that it contains.<br><br>**Summary:**<br>**How does the scale of map tell us what the area around the school is like?** | | |
| **Year 2**<br>**Study a small area of a contrasting non-European country** | **Substantive concept - PLACE KNOWLEDGE -** Location, Environment, Culture, Remoteness | **Y1:** Continents and oceans of the world and UK countries, capital cities and seas<br><br>**Y1:** Hot and cold climates, including the equator<br><br>**Y2:** Y2 local fieldwork study<br><br>**Y2:** Comparison study of small are and non-European location (UK and Kenya) | **Place knowledge**<br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.<br><br>**Where are the rainforests?**<br>**What are they like?**<br>-Understand that there are rainforests in parts of South America, Africa, Asia and Australasia/ Oceania. Locate on a world map.<br>**Who?**<br>**How do the Yanomami people live?**<br>-Know Yanomami people in the Amazon rainforest- in Brazil and Venezuela. | remote<br>isolated<br>thrive<br>magnificent | indigenous<br>sustainable<br>eco-system |

| | | | | | |
|---|---|---|---|---|---|
| | | | -They live as a tribe and have a 'stone age' way of life. Men hunt for food and women grow crops. They do not have any technology.<br><br>**What is different?**<br>**What is different about my location and the Yanomami?**<br>-Describe differences between the two locations. | | |

| Yr group, Unit Title | Substantive concept | Previous Learning | National Curriculum – Learning Questions | Tier 2 Vocabulary | Tier 3 Vocabulary |
|---|---|---|---|---|---|
| Year 3<br><br>**Y1:** Name and locate continents and oceans of the world and UK countries, capital cities and seas<br><br>**Y2:** Y2 UK and non-European location study<br><br>**Y2:** Y2 local area fieldwork study | **GEOGRAPHICAL SKILLS AND FIELDWORK** - Location, Scale, Proximity | **Y1:** Name and locate continents and oceans of the world and UK countries, capital cities and seas<br><br>**Y2:** Y2 UK and non-European location study<br><br>**Y2:** Y2 local area fieldwork study | **Human and physical geography**<br>describe and understand key aspects of: • 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 Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies<br>**Compass:**<br>**What are the eight points on the compass?**<br>-Know eight parts of compass North, East, South, West, North East, South East, South West, North West<br>- Know that North is an important cardinal point on a compass – all OS maps displayed facing North.<br><br>**Human and physical features:**<br>**Where are the human and physical features in this place?**<br>- Use 8 points of a compass to locate human and physical features in the locality.<br><br>**Apply it** | compass<br>direction<br>north<br>east<br>south<br>west<br>north-east<br>south-east<br>north-west<br>south-west | cardinal<br>intercardinal |

| | | | | | |
|---|---|---|---|---|---|
| | | | **What physical features can you identify in the UK?**<br>-Use digital mapping software and satellite images to compare terrain.<br>-Contrast localities, such as East Anglia and Cumbria | | |
| Year 3 | **LOCATIONAL KNOWLEDGE**<br>Location, Order, Environment, Region, Landscape | **Yr 1** Continents and oceans of the world and UK countries, capital cities and seas<br><br>**Y2:** Y2 local area of the school<br><br>**Y2:**<br>UK countries and capital cities<br>Hot and cold location<br>Compass field skills | UK study • 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)<br><br>**UK:**<br>**What are the regions and counties in the UK?**<br>-Know East of England, North West, North East, Yorkshire and Humber, South West and London<br><br>**Human and physical features:**<br>**Identify geographical regions by physical and human landmarks of Scotland and England.**<br>-Scotland- Edinburgh castle, Forth bridge, lochs, highlands England- Tower Bridge, Stonehenge, River Thames and Ouse, White cliffs of Dover, Lake District<br><br>**Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.**<br>Cardiff Castle, Severn bridge, Snowdonia, River Severn Titanic museum, Beaghmore stone circles, Rivers Sahnnon and Liffey, Giant's Causeway<br><br>**Geographical patterns and explanations:**<br>**What are the topical patterns in the UK?**<br>-Lower land, Hills or Mountains, Rivers | extensive sophisticated settlement terrain wilderness barren scale contour line | topography landmarks region country |
| Year 3<br><br>**Revisit human and physical features** | **<u>HUMAN</u> AND PHYSICAL GEOGRAPHY**<br>Location, Culture, Connection, Interdependence | **Y2:** Y2 local area of the school<br><br>**Y2:**<br>UK countries and capital cities<br>Hot and cold location<br>Compass field skills | UK study • 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)<br>**UK:**<br>Remember countries and capital cities of the UK.<br>**What are the regions and counties of the UK?** | extensive sophisticated settlement terrain wilderness barren | topography landmarks region country scale contour line |

| | | | | | |
|---|---|---|---|---|---|
| | **HUMAN AND <u>PHYSICAL</u> GEOGRAPHY**<br>Location,<br>Connection,<br>Process | **Yr 3** UK countries and cities<br>Geographical regions<br>Human and Physical characteristics<br>Topographical features | Name and locate cities and counties of the UK<br>**Human and physical features:**<br>Identify geographical regions by physical and human landmarks of Scotland and England.<br>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.<br>**Geographical patterns and explanations:**<br>**What are the topical patterns in the UK?**<br>**What can I see here?**<br>• Summarise, present and explain regions, countries, cities and landmarks of the UK | | |
| **Year 3**<br><br>**OS maps and scale** | **GEOGRAPHICAL SKILLS AND FIELDWORK**<br>Location, Scale, Proximity | **Y2:** Y2 local area of the school<br><br>**Y2:**<br>UK countries and capital cities<br>Hot and cold location<br>Compass field skills<br><br>**Y3:**<br>UK countries and cities<br>Geographical regions<br>Human and Physical characteristics<br>Topographical features | **What is an Ordnance Survey (OS) map?**<br>-Know an Ordnance Survey map is a simple picture or drawing showing the landscape (everything you see when you look at an area) and location (where something is found or situated). Seen from and directly down. North always points to the top of the page.<br><br>**How does scale change the way we describe a place?**<br>-Know small-scale map places appear smaller- useful for looking at the bigger picture of the area.<br>- large-scale map landscape and locations appear larger- useful for precisely looking at buildings, roads, paths and river<br><br>**What's the area like just beyond the school?**<br>-Look at physical and human features on a large scale OS map of local area/Huddersfield and beyond. List symbols and features. | extensive<br>sophisticated<br>settlement<br>terrain<br>wilderness<br>barren | topography<br>landmarks<br>region<br>country<br>scale<br>contour line |

| Yr group, Unit Title | Substantive concept | Previous Learning | National Curriculum – Learning Questions | Tier 2 Vocabulary | Tier 3 Vocabulary |
|---|---|---|---|---|---|
| **Year 4**<br><br>**Rivers** | **Substantive concepts - HUMAN AND PHYSICAL GEOGRAPHY** | Y2 Human and physical features<br>Field work skills<br><br>**Y2:** Compare small part of UK and a small part of a non-European region | Human and physical geography describe and understand key aspects of: • 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 | raging<br>tumble<br>cascading<br>precipice<br>iconic | rivulet<br>estuary<br>flood plain<br>tributary<br>confluence |

| | | | | | |
|---|---|---|---|---|---|
| | Location, Order, Proximity, Region, Landscape, System | **Y3:** Human and Physical characteristics | trade links, and the distribution of natural resources including energy, food, minerals and water<br>**Features of a river:**<br>**What are the features of a river?**<br>-Know the following features- source, upper course, middle course and lower course<br>**Local rivers:**<br>**What is our local river?**<br>-Know our local river is River Holme<br><br>**What feature can we see?**<br><br>**Where did it come from and where does it flow?**<br>-Know it starts at the Digley Reservoir and joins the River Colne | turbulent | channel |
| **Year 4**<br><br>**Latitude and longitude** | **LOCATIONAL KNOWLEDGE - Location, Position, Diversity, Time** | **Y3:** Introduce rivers<br><br>**Y2:** Introduce and revisit UK study<br><br>**Y3:** Fieldwork and compass | **Locational knowledge**<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)<br><br>**Latitude and longitude:**<br>**What are the lines of latitude?**<br>- know lines of latitude (also known as parallels) circle the Earth from north to south. These invisible lines are all the same distance apart. There are five major lines of latitude:<br>the Arctic Circle (the North Pole)<br>the Antarctic Circle (the South Pole)<br>the Tropic of Cancer<br>the Tropic of Capricorn<br><br>**What are the lines of longitude?**<br>- know these are the lines which run from East to West.<br>-Greenwich Meridian is the starting point line.<br><br>**Location and physical features:**<br>**How do lines of latitude and longitude tell us what the location is like?** | co-ordinate<br>parallel<br>determine<br>circumnavigate<br>constitutes<br>straddle | latitude<br>longitude<br>horizontal<br>vertical<br>meridian<br>equator |

| | | | | | |
|---|---|---|---|---|---|
| | | | -know lines of latitude define the climate of a region (polar, temperate, tropical/desert, temperate or polar)<br><br>**How can you find exact locations around the world?**<br>-know where the lines cross give you an exact location. We use numbers and letters to create a co-ordinate.<br><br>**Time zones**<br>**What are the time zones and how do they affect us?**<br>-know all time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the Greenwich meridian or the prime meridian. Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT) or Universal Time. | | |
| **Year 4**<br><br>**Water cycle** | **HUMAN AND PHYSICAL GEOGRAPHY**<br>Environment, Connection, Interaction, Landscape, Process, Cycle | **Y3 Science:** plants<br><br>**Y4:**<br>Rivers<br>Mapwork: 4 and 6 figure grid references<br><br>**Y4:** Latitude and Longitude | **Human and physical geography** Describe and understand key aspects of: • physical geography, including the water cycle<br><br>**The process:**<br>**What is the water cycle?**<br>-know the different stages of the water cycle- Evaporation (caused by the sun), condensation, precipitation, percolation, runoff<br><br>**The way it works:**<br>**How does the water cycle work?**<br>-know that water goes through the above stages and it's continuous cycle.<br><br>**The things that influence it:**<br>**What affects the water cycle?**<br>-Know land use (urbanisation) and pollution can influence the water cycle. | infiltrate<br>sequence<br>reoccurring (recurring)<br>pollution<br>consequence<br>permeate | ground water<br>precipitation<br>condensation<br>transpiration<br>percolation<br>evaporation |
| **Year 4**<br><br>Map skills<br>Environmental regions of | **GEOGRAPHICAL SKILLS AND FIELDWORK**<br>Location, Place, Scale, Proximity | Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • | Define: What are environmental regions? Know, compare and contrast: Europe: what are the major environmental regions?<br><br>Russia: what are the major environmental regions? | Arid<br>Bountiful<br>Locality<br>Major<br>Rapid | Biome<br>Climate<br>Environment<br>Equatorial<br>Mediterranean |

| | | | | | |
|---|---|---|---|---|---|
| Europe, Russia, North and South America | | Latitude and longitude • Water cycle • Revisit rivers | North America: what are the major environmental regions?<br><br>South America: what are the major environmental regions?<br><br>Structured assessment task: Apply and show what you know | vibrant | |

| Yr group, Unit Title | Substantive concept | Previous Learning | National Curriculum – Learning Questions | Tier 2 Vocabulary | Tier 3 Vocabulary |
|---|---|---|---|---|---|
| Year 5<br><br>**World countries – biomes and environments regions** | **HUMAN AND PHYSICAL GEOGRAPHY**<br>Location, Interdependence, Pattern, Environment, Settlement, Economic | **Y3:** UK study<br><br>**Y4:** Latitude and Longitude | **Locational knowledge** • 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><br>**Major countries and cities:**<br>**Where would you find the major countries of the world?**<br>- Remember continents, lines of latitude, longitude, and the Equator<br><br>**Where would you find the major cities of the world?**<br>- know that a city is a large urban settlement that is densely populated.<br>- Know major cities in Europe: France – Paris Finland – Helsinki Germany – Berlin Italy – Rome Spain – Madrid Portugal – Lisbon Russia – Moscow Turkey – Ankara United Kingdom - London<br>Major cities in North America: Canada – Ottawa United States – Washington DC Mexico – Mexico City<br>Major cities in South America: Brazil – Brasilia Argentina – Buenos Aires Chile – Santiago Peru - Lima<br><br>**Biomes:**<br>**What is a biome? (Environmental region)**<br>-know a biome is a region that has a specific climate with animals and plants that are adapted to live there.<br>- know the different biomes are:<br>- Tundra (treeless and cold)<br>- Taiga (cold conifer forest) | arid<br>fertile<br>densely<br>exceptional<br>craggy<br>scenery | continent<br>latitudes<br>longitude<br>equator<br>hemisphere<br>biome |

| | | | | | |
|---|---|---|---|---|---|
| | | | - Steppe (dry grassland further away from the equator)<br>- Desert (large, dry and sometimes arid region, includes Antarctica)<br>- Mixed forest (evergreen and deciduous)<br>- Tropical (hot climate, wet)<br>- Savanna (dry grassland + a few trees nearer the equator)<br>- Montane (colder, mountains + trees)<br><br>**How do biomes change across the world?**<br>-Compare and contrast biomes of Europe, North America and South America and how they change across the world.<br><br>**Human and physical features:**<br>**What are the human characteristics that define Europe, North and South America?**<br>-Look at language, population, size of continents and the major countries and their cities within each continent. Compare<br><br>**What are the physical characteristics that define Europe, North and South America?**<br>-Look at the different mountain ranges on each continent- The Alps (Europe), Rocky Mountains (North America) and The Andes (South America) | | |
| **Year 5**<br><br>**4 and 6 figure grid references** | **GEOGRAPHICAL SKILLS AND FIELDWORK -** Location, Absolute position, Scale, Settlement | **Y4:** Latitude and Longitude<br><br>**Y4:** Water cycle<br><br>**Y4:** River Study | **Places and location** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.<br>**Compare and contrast**<br>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between | horizontal<br>vertical<br>parallel<br>arctic<br>Antarctic | equator<br>Tropic of Cancer<br>Tropic of Capricorn<br>poles<br>meridian line |

| | | | | | |
|---|---|---|---|---|---|
| | | | countries. • Describe how the locality of the school has changed over time<br><br>**Finding locations:**<br>**Why do we need latitude and longitude?**<br>- know that are 90 lines of latitude in each hemisphere North or South. Each line is 1° of latitude. Defines climate regions: Equator, Tropics, Arctic, Antarctic.<br>- know that 360° of longitude called meridians. Measured in degrees ° East or West Define time zones across the world.<br>- know where latitude and longitude meet (intersect) we can get an accurate position.<br><br>**Finding locations precisely:**<br>**What are 4 and 6 figure grid reference and how do we use them?**<br>- know 4 figure grid reference gives a location of a 1km x 1km square.<br>-know 6 figure grid reference \| gives a location within a 100m x 100m grid. square<br>**Apply it:**<br>Use 4 and 6 figure grid references | | |
| **Year 5**<br><br>World countries – biomes and environments regions – **revisited** | **HUMAN AND PHYSICAL GEOGRAPHY -** Location, Interdependence, Pattern, Environment, Settlement, Economic | **Y3:** UK study<br><br>**Y4:** Latitude and Longitude<br><br>**Y5:** World countries and biomes | **Locational knowledge** • 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><br>**Major countries and cities:**<br>Where would you find the major countries of the world and their capital cities?<br>Name the major cities in Europe, North and South America<br><br>**Biomes:**<br><br>**What are the different biomes around the world?**<br><br>-Describe the different biomes. | arid<br>fertile<br>densely<br>exceptional<br>craggy<br>scener | continent<br>latitudes<br>longitude<br>equator<br>hemisphere<br>biome |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Human and physical features:**<br><br>**What do you know about the physical features that define Europe, North and South America?**<br><br>-Describe similarities and differences between the mountain ranges on each continent. | | |
| **Year 5**<br><br>**OS maps and fieldwork** | **GEOGRAPHICAL SKILLS AND FIELDWORK -** Location, Scale, Proximity | **Y3** OS maps and scale<br><br>**Y4:** Latitude and Longitude<br><br>**Y4:** Water cycle<br><br>**Y4:** River Study<br><br>**Y5** 4 and 6 figure grid references | **Places and location** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.<br><br>**Compare and contrast**<br><br>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time<br><br>Remember: **what are Ordnance Survey maps and how do we use them?**<br><br>- Remember an Ordnance Survey map is a simple picture or drawing showing the landscape (everything you see when you look at an area) and location (where something is found or situated). Seen from and directly down. North always points to the top of the page.<br><br>**What are 4 and 6 figure grid references?** | parallel<br>horizontal<br>reference<br>degrees<br>co-ordinates<br>intersect | latitude<br>longitude<br>meridian<br>hemisphere<br>northings<br>eastings |

| | | | | | |
|---|---|---|---|---|---|
| | | | - recall 4 figure grid reference gives a location of a 1km x 1km square.<br><br>- recall 6 figure grid reference \| gives a location within a 100m x 100m grid. square<br><br>**What are contour lines?**<br><br>-know that counter lines help us understand the shape of the ground from a map. The closer the contour lines are, the steeper the slope is.<br><br>What is land like in my local area?<br><br>Describe the terrain of local area. | | |

| Yr group, Unit Title | Substantive concept | Previous Learning | National Curriculum – Learning Questions | Tier 2 Vocabulary | Tier 3 Vocabulary |
|---|---|---|---|---|---|
| Year 6<br><br>Comparison study – UK, Europe North or South America | **PLACE KNOWLEDGE**<br>Location, Connection, Economic, Order, Pattern, Remoteness | **Y4:** Latitude and Longitude<br><br>**Y5:**<br>Climate zones and biomes<br>Revisit environmental regions | **Place Geographical patterns** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location<br>**Geographical patterns**<br>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe | equivalent<br>contrast<br>erosion<br>inhospitable<br>moderately<br>prosper | orogeny<br>glaciation<br>temperate<br>tectonic<br>summit<br>altitude |

| | | | | | |
|---|---|---|---|---|---|
| | | | geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.<br>**Communicate geographically**<br>Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.<br><br>**United Kingdom:**<br>**Where is the Lake District?**<br>-know the Lake District is located in North West England (Cumbria)<br><br>**How was the Lake District formed?**<br>Have the following understanding-<br>-500 million years ago ancient rocks were formed<br>-400 million years ago gigantic mountains were born by rocks uplifting. Mountains were eroded to about their current height.<br>- 350 million years ago land sunk and was covered by tropical sea.<br>-250 million years ago tectonic plates keep rocks shifting north.<br>-2 million years ago Earth's climate cooled. Ice Age and glaciers shaped the magnificent valleys and lakes today<br><br>**Europe:**<br>Poland: **where can you find the Tetra mountains?**<br>-know the location of Tatra Mountains southern Poland.<br><br>**What are the Tetra mountains like?**<br>-Know they are part of the Carpathian mountain range. Formed 60 million years ago- about the same time as the Alps formed. Shaped by Ice Age with lakes and peaks carved by glaciation.<br><br>**North America:**<br>**The Caribbean and Jamaica: what do we know?** | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | -know that the Caribbean is a region of islands located within the continent of North America. 13 countries, including: Bahamas, Cuba, Haiti, Dominica, Jamaica, Trinidad and Tobago.<br><br>**What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?**<br>Retrieve and compare the differences between each location. | | |
| **Year 6**<br><br>**Physical processes: earthquakes, mountains and volcanoes** | **HUMAN AND PHYSICAL GEOGRAPHY -** Time, Location, Process, Connection, Environment, System | **Y4:** Latitude and Longitude<br><br>**Y4:** Water cycle<br><br>**Y5:** Climate zones and biomes | **Human and physical geography** Describe and understand key aspects of: • physical geography, including: mountains, volcanoes and earthquakes<br><br>**The Earth's structure and tectonic plates:**<br>**What makes up layers of planet Earth?**<br>-know the following features Crust, Mantle, Outer core, Inner core<br><br>**What are tectonic plates and where do you find them?**<br>-Know that tectonic plates are surface and sea floors of earth. Major tectonic plates are Australian plate, Antarctic plate, African Plate, Eurasian Plate, Indian Plate, Pacific Plate, North American Plate and South American Plate.<br><br>**How do tectonic plates move and what happens when they meet or separate?**<br>Know that when they separate, scrape or collide they cause either volcanoes or earthquakes or both.<br><br>**Earthquakes:**<br>**What causes an earthquake and what is the effect?**<br>-Know earthquakes are caused by tectonic plates either scraping, colliding or pulling apart at their boundaries (fault lines).<br><br>**Mountains:**<br>**How are mountains formed?**<br>Know mountains are formed when tectonic plates collide.<br><br>**Volcanoes:**<br>**How do volcanoes work?** | viscous<br>churning<br>buckle<br>disaster<br>devastation<br>magnitude | epicentre<br>fissure<br>dormant<br>magma<br>molten<br>mantle |

| | | | | | |
|---|---|---|---|---|---|
| **Year 6**<br><br>**Settlements and relationships** | **HUMAN AND PHYSICAL GEOGRAPHY-** Location, Proximity, Landscape, Interdependence, Lived space | **Y5:** Climate zones and biomes<br><br>**Y6:**<br>Comparison study<br>UK/Europe/N America<br><br>**Y6:** Mountains, earthquakes and volcanoes | **Human and physical geography** Describe and understand key aspects of: • physical geography, including: mountains, volcanoes and earthquakes<br><br>**Settlements:**<br>**What are settlements and where are they found?**<br>-know settlements are places where humans live. Settlement patterns depend on physical features of a country and its population.<br><br>**Settlement patterns:**<br>Do settlements have a pattern?<br>-Know settlements are built around transport and trade links natural resources natural materials in nature that can be exploited to make money.<br><br>**People and economic patterns:**<br>**Do people, their movement and economic activity have patterns?**<br>Understand during migration lots of people move at once - usually to seek a better life.<br>The Windrush and South Asian Migration-<br>After WW2 Britain had a shortage of people to work (labour) immigrants' people who come to live permanently and legally in a foreign country. Immigrants encouraged to work in Britain from Commonwealth countries- Many from West Indies and South Asian countries such as India, Pakistan and Bangladesh. | location<br>resource<br>distribute<br>employ<br>production<br>consumption | trade<br>economy<br>navigable<br>lowland<br>migrant<br>refugee |
| **Year 6**<br><br>**Orienteering** | **GEOGRAPHICAL SKILLS AND FIELDWORK**<br><br>Location, Scale, Proximity | Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers<br><br>Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts<br><br>Y6: • Comparison study – UK, Europe North or South America • Physical | Remember What are 4 and 6 figure grid references?<br>How do we use them?<br><br>Introduction to orienteering<br>What is orienteering?<br>How do I orientate a map?<br>How do I navigate a simple indoor course using controls?<br><br>Outdoor orienteering courses<br>How do I navigate a simple course outdoors with controls?<br>Motala: how do I navigate multiple outdoor courses using controls? | Aerial<br>Appreciate<br>Coniferous<br>Distinctive<br>Participant<br>Randomised | Checkpoint<br>Control<br>Legend<br>Navigate<br>Orientate<br>Orienteering |

| | | | | | |
|---|---|---|---|---|---|
| | | processes: earthquakes, mountains and volcanoes. | How do I plan and set up an orienteering course? | | |

# Geography Progression Map – Progress measures for working at the 'Expected' Level

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Locational and Place Knowledge | • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; | • Name and locate some places in their locality, the UK and wider world.<br>• Understand what a Capital City is. | • Name and locate significant places in their locality, the UK and wider world.<br>• Name and locate the world's seven continents and five oceans. | • Name and locate a wider range of places in their locality, the UK and wider world.<br>• Revise locations and names of the continents on a world map.<br>• Locate the main countries of Europe. | • Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. | • Name and locate an increasing range of places in the world including globally and topically significant features and events. | • Name and locate an extensive range of places in the world including globally and topically significant features and events. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Human and Physical Knowledge** | • Recognise some environments that are different from the one in which they live.<br>• Model the vocabulary needed to name specific features of the world, both natural and made by people. | • Describe some places and features using basic geographical vocabulary.<br>• Express their views on some features of their environment e.g. what they do or do not like. | • Describe places and features using simple geographical vocabulary.<br>• Make observations about features that give places their character. Hot & Cold places | • Use geographical language to describe some aspects of human and physical features and patterns.<br>• Make observations about places and features that change over time. | • Use geographical language to identify and explain some aspects of human and physical features and patterns.<br>• Describe how features and places change and the links between people and environments.<br>• On a World Map, locate areas of similar environmental regions | • Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments<br>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.<br>• Explore fair/unfair distribution of resources (Fairtrade)<br>• Understand and explain latitude and longitude. | • Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.<br>• Explain some links and interactions between people, places and environments. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Geographical Skills: Enquiry and Investigation** | • 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><br>• Recognise some environments that are different from the one in which they live.<br><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; | • Ask and answer simple geographical questions.<br><br>• Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. | • Ask and answer simple geographical questions when investigating different places and environments.<br>• Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. | • Ask and answer more searching geographical questions when investigating different places and environments.<br>• Identify similarities, differences and patterns when comparing places and features. | • Ask and respond to more searching geographical questions including 'how?' and 'why?'<br>• Identify and describe similarities, differences and patterns when investigating different places, environments and people. | • Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?<br>• Recognise geographical issues affecting people in different places and environments. | • Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?<br>• Make predictions and test simple hypotheses about people, places and geographical issues. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Geographical Skills:** | • Explore the natural world around them, making observations and drawing pictures of animals and plants;<br><br>• Understand the effect of changing seasons on the natural world around them. | • Observe and describe daily weather patterns.<br>• Identify and recognise different seasons and the patterns. Within science.<br>• Use simple fieldwork and observational skills when studying the geography of their school and its grounds. | • Identify seasonal and daily weather patterns.<br>• Develop simple field work and observational skills when studying the geography of a particular environment. | • Observe, record, and name geographical features in their local environments. | • Observe, record, and explain physical and human features of the environment. | • Observe, measure, and record human and physical features using arrange of methods e.g. sketch maps, plans, graphs, and digital technologies. | • Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Geographical Skills:** | • Draw information from a simple map | • Use a range of sources such as simple maps, globes, atlases and images.<br>• Know that symbols mean something on maps. | • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.<br>• Use the four-simple compass directions as well as locational and directional language when describing features and routes. | • Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.<br>• Use the eight compass points and recognise some Ordnance Survey symbols on maps.<br>• Locate features using two-figure grid references. | • Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.<br>• Recognise Ordnance Survey symbols on maps and locate features using four- figure grid<br>• references. | • Use a range of maps and other sources of geographical information and select the most appropriate for a task.<br>• Demonstrate an understanding of the difference between Ordnance Survey and other maps and when itis most appropriate to use each.<br>• Locate features using six-figure grid references. | • Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.<br>• Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six- figure grid references. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Geographica l Skills:** | • Understand that some places are special to members of their community. | • Use maps and other images to talk about everyday life<br>• e.g. where they live, journeys to school etc.<br>• Draw, speak or write about simple geographical concepts such as what they can see where. | • Express views about the environment and can recognise how people sometimes affect the environment.<br>• Create their own simple maps and symbols. | • Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.<br>• Communicate geographical information through a range of methods including the use of ICT. | • Express their opinions on environmental issues and recognise that other people may think differently.<br>• Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. | • Express and explain their opinions on geographicaland environmental issues and recognise why other people may think differently.<br>• Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. | • Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.<br>• Communicate geographical information using a wide range of methods including writing at increasing length. |