Holy Family Catholic Primary School

Geography Curriculum 2023-2024

What do we want for our pupils?

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Holy Family, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it and to enhance their cultural capital and know about life beyond Stainforth. The knowledge rich geography curriculum is carefully sequenced and enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Holy Family our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

We teach the National Curriculum 2014 and Understanding the World, People, Culture and Communities, in the Early Years. Geography at Holy Family is delivered using the 'ARK Mastery Curriculum' once per week. A progression grid is in place to ensure that Geography is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa.

Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, biomes, rivers and rainforests.

What is our goal?

Impact

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Assessment in Geography

Assessment

There are many reasons why it is important that learning in geography is assessed, including:

• Pupils need opportunities to reflect on their learning

• Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.

• Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

• Assessment allows the leadership team, parents, governors and school inspectors to see geography education's impact on pupils and whole school outcomes, such as Ofsted judgements on individual's ability to demonstrate geographical skills as well as geographical knowledge. It is important an equal balance of these branches of geography are taken into account when assessing and therefore it is crucial children have the opportunity to learn, develop and consolidate both these areas.

Formative assessment opportunities are provided through:

live marking
verbal feedback
analysis of children's work
questioning
discussions
quizzes

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually. Teachers are expected to make regular assessments of each child's

Monitoring and reviewing

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. At Holy Family, we allocate time for the vital task of reviewing samples of children's work, analysing data and coaching colleagues. This triangulation allows the leader to assess attainment, progress, impact of CPD and what CPD would move the subject further forward.

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area	Toys in Time	Transport and Travel		United Kingdom	Beside the seaside
Year 2	Kings and Queens	The Great Fire of London	Planet Earth		Life in Kenya	They Made a Difference
Year 3	Stone Age, Bronze Ages and Iron Age in Britain	UK settlements and land use	Ancient Egypt		Climate and climate zones	Europe
Year 4	Roman Invasion	Roman Britain	Amazon: Rivers and Rainforest		Maya Civilisation	The USA
Year 5	Anglo- Saxons and Scots	Vikings	Asia: Volcanoes and Earthquakes		Biomes and vegetation	Baghdad and the Middle East
Year 6	Ancient Greece	Mapping the World	Conflict and Resolution		Global challenges: climate change	Global challenges: trade

Year 1	Autumn 1—My Local Area	Autumn 2—Toys in Time	Spring—Transport and Travel	Summer 1—United Kingdom	Summer 2—Beside the sea-side

KS1 pupils should be taught to:

Locational Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- 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

Human and Physical Geography

- Identify seasonal and daily 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
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

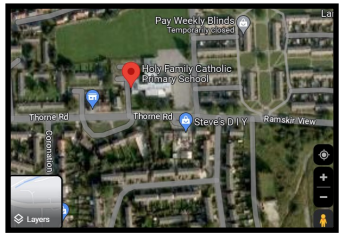
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east, west) and locational and directional language [near and far, left and right] to describe 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 contrast basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment

Year 1	Autumn 1—My Local Area	Autumn 2—Toys in Time	Spring—Transport and Travel	Summer 1—United Kingdom	Summer 2—Beside the sea-side

What is it like to live in my local area?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- An aerial map is a bird's eye view.
- Maps help us to find where we are, or where we are going.
- Maps have pictures or symbols.
- Maps have a key which tells us what these pictures or symbols mean.
- Our local area is the area around our homes.
- A route is the way taken to get from one place to another.
- We will find different things in different places around our local area.
- Our local area is different from other local areas.
- Our local area has landmarks that we can recognise and that make it special.
- Landmarks can be old or new.
- There are different types of homes in our local area.
- We live in different types of homes.
- There are different jobs for people in our local area.
- Maps help us find where we are or where we are going.
- Maps have pictures or symbols.
- Maps have a key which tells us what symbols mean.



Main Focus: Place Knowledge

Other strands: Human and Physical Geography

Vocabulary

· Aerial map · building · bungalow · caravan · change · dislike · flat · future · hear · home · ·house ·houseboat ·improvement · key · landmark · like ·local area ·local landmark ·map · route · see · smell· special · symbol

Why should people visit the United Kingdom?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- The four countries in the United Kingdom are England, Northern Ireland, Scotland and Wales.
- Edinburgh is the capital city of Scotland.
- In the Highlands there are large mountains called Munros and enormous lakes called lochs.
- The capital of Wales is Cardiff.
- Snowdon is the highest mountain in Wales.
- Ireland is made up of the Republic of Ireland and Northern Ireland.
- The Republic of Ireland is not in the UK. Northern Ireland is in the UK.
- Belfast is the capital of Northern Ireland.
- The Giant's Causeway is the most popular tourist attraction.
- England is the biggest country in the United Kingdom.
- The capital city of England is London.
- Southern England is quite flat and good for growing food.
- The north of England is much hillier and the tallest mountain in England is called Scafell Pike.
- The Union Flag is the national flag of the UK.

Main Focus: Locational Knowledge

Other strands: Human and Physical Geography, Geographical Skills and Fieldwork

Vocabulary

· Ben Nevis · Belfast · capital city · Cardiff · countryside · Cymraeg · Edinburgh · England · flag · haggis · highlands · lakes (lochs) · landmark · London · mountains (munros)· Mount Snowdon · Northern Ireland · Scafell Pike · Scotland · union · union Jack · United Kingdom · Wales

Year 1	Autumn 1—My Local Area	Autumn 2—Toys in Time	Spring—Transport and Travel	Summer 1—United Kingdom	Summer 2—Beside the sea-side

What human and physical features can you find at the seaside?

Beside the seaside

Pupils will acquire the following **geographical knowledge** throughout the unit:

- The seaside is a place by the sea where people like to go for their holidays.
- There are popular seaside resorts across the United Kingdom.
- Seaside resorts are located along the coast.
- Physical features are natural.
- Physical features found at the seaside include beaches, cliffs, sand dunes, rockpools, and bays.
- Human features are made by humans.
- Human features found at the seaside include piers, harbours, promenades, lighthouses, fairgrounds, amusement parks, and caravan sites.
- Water activities at the seaside include swimming, paddling, boat rides, jet skis, surfing, and fishing.
- Land activities at the seaside include building sandcastles, exploring rockpools, sunbathing, going to fairgrounds, and ball games.
- Popular seaside foods include ice cream and fish and chips.
- We can use a map to plan a route by following directions.
- We can use a compass to work out which direction we need to go.
- Although visiting the seaside is a fun day out, it can also be dangerous.
- To stay safe at the seaside, you have to follow the safety rules.

Main Focus: Place Knowledge, Human and Physical Geography,

Other strands: Geographical Skills and Fieldwork

Vocabulary

· beach · caravan · cliffs · coast · compass · current · danger · directions · east · fairground · fishing · holiday · lifeguard · lighthouse · north · pier · promenade · resort · safety · sand dune · sandcastle · south · surfing · west

Year 2	Autumn 1—Kings and Queens	Autumn 2— The Great Fire of London	Spring—Planet Earth	Summer 1—Life in Kenya	Summer 2—They Made a Difference

KS1 pupils should be taught to:

Locational Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- 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

Human and Physical Geography

- Identify seasonal and daily 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
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- 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, west) and locational and directional language [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 contrast basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment

Year 2	Autumn 1—Kings and Queens	Autumn 2— The Great Fire of London	Spring—Planet Earth	Summer 1—Life in Kenya	Summer 2—They Made a Difference

Can you describe the seven continents and five oceans that make up planet Earth?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- A globe shows where land and sea is on planet Earth.
- A continent is a very large area of land.
- There are seven continents on Earth: Africa, Antarctica, Asia, Europe, Oceania, North America, and South America
- The five oceans on planet Earth are the: Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, and Arctic Ocean.
- Europe is one of the world's smaller continents.
- In southern Europe the climate can be warm and sunny, but in northern Europe the climate is cooler.
- North America is the third largest continent. It is made up of countries including America, Canada, and Mexico, and the Caribbean islands.
- The climate ranges from the Arctic cold in the north, to the tropical heat in the south.
- North America has many natural wonders.
- South America has many physical features including rainforests, deserts, mountains, and glaciers.
- Oceania is made up of Australia, New Zealand, Papua New Guinea, and many other smaller islands.
- Africa has the world's largest desert (the Sahara) and the world's longest river (the Nile).
- Africa has large animal reserves, which are home to wildlife such as lions, zebras, and elephants.
- Asia is the biggest continent in the world and is made up of 48 countries.
- Asia has the world's highest point (the Himalayas) and the world's lowest point (the Dead Sea).
- Antarctica is the coldest, driest, and windiest continent in the world.
- Due to the climate, no humans live in Antarctica permanently, but some animals do.

Main Focus: Locational Knowledge Place Knowledge
Other strands: Human and Physical Geography Geographical Skills and Fieldwork

<u>Vocabulary</u>

· border · camouflage · canyons · carnivore · city · climate · continent · country · desert · Equator · globe · habitat · island · land · landmark · ocean · outback · peak · rainforest · savannah · sea · tourist · tropical

How is living in Kenya similar and different to living in the UK?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- Kenya is a country in the continent of Africa.
- Kenya is located in East Africa and borders the Indian Ocean.
- Kenya borders five countries: Tanzania, Ethiopia, South Sudan, Uganda, and Somalia.
- Kenya's climate varies in different parts of the country.
- Kenya sits on the Equator, so it is very hot.
- Kenya stays hot all year round.
- Kenya has wet and dry seasons.
- There are many different landscapes in Kenya.
- Mount Kenya is the tallest mountain in Kenya, and it is an extinct volcano.
- The Great Rift Valley runs through Kenya.
- Kenya has two deserts.
- A lot of Kenya is tropical grassland called savannah.
- Rural means a countryside area where there aren't many buildings or people.
- Life on a rural farm in Kenya is both similar and different to our lives.
- The Maasai are nomads and live in rural Kenya.
- Nomads travel from place to place.
- An urban area is an area where many people live and work close together and there are lots of buildings.
- Life in an urban city in Kenya is both similar and different to our lives.
- There are several languages spoken in Kenya, but Swahili is the most common.
- The currency in Kenya is the Kenyan shilling.
- Ugali and nyama choma are popular Kenyan dishes.

Main Focus: Place Knowledge

Other strands: Human and Physical Geography

<u>Vocabulary</u>

· border · capital city · coast· country· countryside · desert · Equator · humid · mountain · nomads · rural · season · tribe · urban · valley · weather

Year 3	Autumn 1—Stone Age, Bronze Age and Iron Age Britain	Autumn 2—Settlement and Land Use in the United Kingdom	Spring—Ancient Egypt	Summer 1—Climate and climate zones	Summer 2—Europe

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
- 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
- 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)

Place knowledge

- 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 in North or South America

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 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 8 points of a compass, 4- and 6-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
- 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

Year 3	Autumn 1—Stone Age, Bronze Age and Iron Age Britain	Autumn 2—Settlement and Land Use in the United Kingdom	Spring—Ancient Egypt	Summer 1—Climate and climate zones	Summer 2—Europe

What is the land like in the United Kingdom and how do we use it?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- Raised land is known as hills or mountains.
- There are hills and mountains in each country of the UK.
- Parts of the UK are more mountainous than others.
- An ocean is a large body of water.
- A smaller ocean is called a sea.
- The land at the coast is called the coastline.
- The United Kingdom is an island.
- There are many rivers flowing through the UK.
- A river has three different parts: the upper course, the middle course, and the lower course.
- A settlement is where people have chosen to live.
- Settlements can be in rural or urban areas.
- Types of settlements are cities, towns, villages, and hamlets.
- Cities are the largest settlements, and the hamlets are the smallest.
- The land in the United Kingdom is used for farming, building, leisure, and conservation.
- The countryside is used mostly for farming and conservation.
- Built-up land is land used mostly for building and leisure.
- 84 per cent of the population live in a town or city in the UK.

Main Focus: Locational Knowledge. Geographical Skills and Fieldwork

Other strands: Human and Physical Geography, Place Knowledge

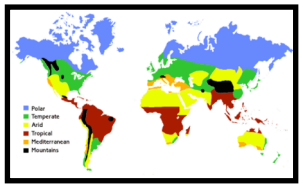
Vocabulary

· border · city · coastline · compass · conversation · council · countryside · English Channel · farming · hamlet · hill · leisure · peak · population · protected land · rural · slope · source · town · village · urban

How are climate zones different around the world?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- Climate is the average or long-term weather of a place.
- Rainfall can be measured and recorded using a rain gauge.
- Temperature can be measured to see how hot or cold it is, using a thermometer.
- Places near the Equator are hot and wet.
- Places get colder as you move from the Tropics to the Poles.
- Polar climates are the coldest. There is very little rain in a polar, climate zone.
- Subpolar zones are slightly warmer than polar zones, and have more rain, although still very little.
- Arid climate zones are the hottest on Earth. There is very little rain in an arid climate zone.
- Temperate climate zones are located north or south of the subpolar zones.
- Mediterranean zones have two seasons, and dry, very warm summers, and cool wet winters.
- Tropical climate zones are located north and south of the equatorial climate zones and have two distinct seasons, a rainy reason and a dry season.
- Equatorial climate zones are located along the Equator and are hot and humid all year round.
- Weather varies across the UK, as well as across the world. Weather from different areas can be compared.



Main Focus: Locational Knowledge

Other strands: Human and Physical Geography,

Vocabulary

· arid · climate · degrees Celsius · equatorial · latitude · longitude · Mediterranean climate zone· millimetres · plot · polar· rainfall · seasons · subpolar · subpolar climate zone · temperate · temperature ·tropical · weather

Year 3	Autumn 1—Stone Age, Bronze Age and Iron Age Britain	Autumn 2—Settlement and Land Use in the United Kingdom	Spring—Ancient Egypt	Summer 1—Climate and climate zones	Summer 2—Europe

Which countries are in Europe and what are they like?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- A continent is a large section of land that includes more than one country.
- Europe is in the Northern hemisphere.
- There are over 40 different countries in Europe.
- Geography can be separated into human and physical.
- There are many physical (natural) features found across Europe, including mountains, rivers, lakes, forests, and coastlines.
- There are many human features found across Europe, including landmarks such as buildings, monuments, bridges, and castles.
- Each country in Northern and Eastern Europe has a capital city.
- Grid references can be used to find places on a map.
- Sweden is one of the countries in Northern Europe.
- Poland is one of the countries in Eastern Europe.
- Each country in Western and Southern Europe has a capital city.
- Grid references can be used to find places on a map.
- Belgium is one of the countries in Western Europe.
- Spain is one of the countries in Southern Europe.
- Italy is a Mediterranean country in Southern Europe.
- Italy is located on a peninsula.
- Italy is bordered by four other countries and by the Mediterranean Sea.
- The weather and climate of Italy is different in the North compared to the South.
- Rome is the capital city of Italy.
- The city was founded over 2000 years ago.
- Rome has a Mediterranean climate.
- The Vatican City is inside Rome.
- There are many interesting landmarks across Rome, including the Colosseum and St Peter's Square.

Main Focus: Locational Knowledge and Place Knowledge

Other strands: Human and physical geography

Vocabulary

· capital city · climate ·coastline ·continent ·country ·currency ·fjord ·forest ·government ·island ·lake · landmark ·language ·mainland ·Mediterranean · mountain ·natural ·peninsula ·population ·river ·traditional ·transcontinental ·volcano

Year 4	Autumn 1—Roman Invasions	Autumn 2— Roman Britain	Spring—Amazon: Rivers and Rainforests	Summer 1 —Maya Civilisation	Summer 2—The USA

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
- 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
- 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)

Place knowledge

- 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 in North or South America

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 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 8 points of a compass, 4- and 6-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
- 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

Year 4	Autumn 1—Roman Invasions	Autumn 2— Roman Britain	Spring—Amazon: Rivers and Rainforests	Summer 1 —Maya Civilisation	Summer 2—The USA

What is the Amazon, why is it significant and should it be protected?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- South America is a continent in the Southern Hemisphere.
- Mainland South America is made up of 12 different independent countries and 1 territory.
- There are different industries across South America, with countries exporting a range of different products.
- A tropical rainforest is an area with tall evergreen trees.
- Tropical Rainforests have hot temperatures and high amounts of rainfall all year round.
- Tropical Rainforests are located along the equator – in the equatorial climate zone.
- The Amazon Rainforest is the largest tropical rainforest in the world.
- Tropical Rainforests have four different layers: emergent layer, canopy layer, understory layer, and forest floor.
- Each layer has certain characteristics, these depend on differing amounts of sunlight and rainfall.
- Tropical rainforests are home to many animals. Animals have adapted to live in the different layers of the rainforest.
- The Amazon Rainforest is home to many different indigenous people and their settlements.
- Some tribes are known to us and some are still uncontacted.
- The Yanomami tribe is the largest in the Amazon Rainforest.
- The Amazon Rainforest is the largest remaining rainforest.
- Large areas of the rainforest are being cut down to allow a different land use.
- Many species of plants and animals, as well as indigenous people are losing their homes.
- A river is a body of water that flows across the land.
- A river will have a source, a course, and a mouth.
- Rivers can be different lengths and carry different volumes of water.
- The water cycle is an important part of making sure there is water in our rivers.
- Rivers cause erosion of the land.

Main Focus: Locational Knowledge, Place Knowledge and Human and Physical Geography

Other strands: Other strands: Geographical Skills and Fieldwork

Vocabulary

·agriculture · ancestors · camouflage · clearing · climate · continent · dam · deciduous · Equator · erosion · evaporate · evergreen · hemisphere · human · humid · mouth · precipitation · predator · prey · rainfall · reservoir · river · source · territory · trade

What is it like in the USA?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- The USA is located in the continent of North America and is in the Northern Hemisphere.
- The USA is divided into 50 different states.
- Four major climate zones are found across North America and the USA.
- There are many physical features across the USA, including the Appalachian Mountains, Rocky Mountains, Great Salt Lake, Grand Canyon, Missouri and Mississippi rivers, Mojave Desert, Everglades, and Niagara Falls.
- The USA is a very large country with many varied physical characteristics and features, including mountain ranges, rivers, lakes, and deserts.
- The USA is separated into states.
- The population differs across the states.
- There are human-made landmarks in the USA, which were built at different times throughout history, including the Statue of Liberty, Mount Rushmore, the Golden Gate Bridge, the Space Needle, and the Hoover Dam.
- California is a state on the west coast of the USA. It is bordered by the Pacific Ocean and the states of Nevada, Arizona, and Oregon, as well as the country of Mexico.
- Yosemite National Park is a protected area of land in California.
- New York is a state on the east coast of the USA and is bordered by Pennsylvania, New Jersey, Connecticut, Rhode Island, Massachusetts, Vermont, and the Atlantic Ocean.

Main Focus: Locational Knowledge, Place Knowledge

Other strands: Human and Physical Geography

Vocabulary

· border · coastline · continent · culture · fiancé · government · harbour · landmark · landscape · monument · national park · population · president · skyscraper

Year 5	Autumn 1—Anglo-Saxons and Scots	Autumn 2— Vikings	Spring—Asia: Volcanoes and Earthquakes	Summer 1—Biomes and vegetation	Summer 2—Baghdad and the Middle East

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
- 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
- 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)

Place knowledge

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Human and Physical Geography

describe and understand key aspects of:

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- 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 8 points of a compass, 4- and 6-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
- 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

Year 5	Autumn 1—Anglo-Saxons and Scots	Autumn 2— Vikings	Spring—Asia: Volcanoes, mountains and Earthquakes	Summer 1—Biomes and vegetation	Summer 2—Baghdad and the Middle East

What are natural disasters and how do they impact the lives of people living in Asia?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- Asia is the largest continent in the world and is located in the Northern Hemisphere.
- There are many climate zones across Asia.
- Asia is made up of 48 countries and can be split into five regions.
- Things that might affect life expectancy are how wealthy or poor a country is, whether they are male or female, their health care, diet, nutrition, and exercise.
- Borders can be natural or made by humans.
- Earth is made up of four layers: inner core, outer core, mantle, and crust.
- The scientist Alfred Wegener believed that the continents were one supercontinent called Pangaea. Over millions of years the continents drifted apart thousands of kilometres.
- Earth's mantle is made up of large pieces called tectonic plates.
- Tectonic plates move and when they meet they collide, tear apart or slide against each other.
- Geologists classify a mountain as a landform that rises at least 1,000 feet (300 metres) or more above its surrounding area.
- Around 20 per cent of Earth's surface is covered with mountains.
- The Himalayas are the tallest mountains in the world.
- A volcano is an opening in Earth's crust that allows magma, hot ash, and gases to escape.
- The majority of volcanoes in the world form along the boundaries of Earth's tectonic plates.
- Around 75 per cent of the world's active volcanoes are underwater.

Main Focus: Human and Physical Geography

Other strands: Locational Knowledge, Place knowledge

Vocabulary

· border · continent · crater · crust · debris · dormant · earthquake · engineer · epicentre · hard border · hemisphere · landscape · landslide · lava · plateau · population · slope · soft boarder · summit · tsunami

What are the different biomes of the world?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- The climate is the usual pattern of weather.
- Places near the Equator are hot and wet.
- Places get colder as you move from the tropics to the poles.
- Biomes are large-scale ecosystems defined by factors such as climate, soils, and vegetation.
- Biomes have similar plants and animals.
- Biomes are influenced by climate zones.
- The same biome can be found across different continents.
- The tundra biome is furthest from the Equator.
- If we move from the tundra towards the Equator, we encounter the boreal forest, deciduous forest, and grassland biomes.
- The flora and fauna of each biome have adapted in order to survive the conditions.
- The tropical rainforest biome is located along the Equator.
- The savannah biome is often located either side of the tropical rainforest biome.
- Moving further north or south you encounter areas of desert.
- The flora and fauna of each biome have adapted to survive the conditions.
- Some resources are essential for humans to live.
- Other resources are desirable for humans, but not essential.
- Each biome is different for the humans living there.
- Some characteristics of biomes are positive for humans.
- Some characteristics are negative for humans and present a challenge.
- The United Kingdom sits within the deciduous forest biome.
- The United Kingdom was once covered in deciduous forests.
- Most of those deciduous forests have now been cleared.
- There are reasons for and against the deforestation.
- Fieldwork can be useful to investigate and answer questions.

Main Focus: Human and Physical Geography Place knowledge

Other strands: Locational Knowledge, Geographical Skills and Fieldwork

Vocabulary

· adaptation · camouflage · climate · deforestation · drought · ecosystem · fauna · fieldwork · flora · hibernate · migrate · predator · prey · rainfall · resource · settlement · shelter · temperature · weather

Year 6	Autumn 1—Ancient Greece	Autumn 2— Mapping the World	Spring—Conflict and Resolution	Summer 1—Global challenges: climate change	Summer 2—Global challenges: trade

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
- 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
- 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)

Place knowledge

- 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 in North or South America

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 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 8 points of a compass, 4- and 6-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
- 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

Year 6	Autumn 1—Ancient Greece	Autumn 2— Mapping the World	Spring—Conflict and Resolution	Summer 1—Global challenges: climate change	Summer 2—Global challenges: trade

How can maps and fieldwork help us to understand a place? Is there anything they cannot tell us?	What is climate change?
Pupils will acquire the following **geographical knowledge** throughout the unit: • Different maps are designed for different uses. • A cartographer is someone who makes maps. • A compass is a tool that shows which direction is north. • Lines of latitude run parallel to each other from east to west and show how far something is north or south of the Equator. • Lines of longitude, also called meridians, run from north to south between the North Pole and the South Pole, and they show how far something is east or west of Greenwich in London, England. • Latitude and longitude are measured in degrees (°), minutes ('), and seconds ("). • Ordnance Survey (OS) is the national mapping agency for Great Britain. • Gridlines are used to describe the location of different symbols or features on an OS map. • Four-figure grid references allow you to locate a grid square. Six-figure grid references allow you to identify a specific place, such as a shop. • OS maps use symbols to help readers find features more easily. • Geographical investigations involve fieldwork. • Fieldwork is when you go outside to explore the local area and find out more about it. • When carrying out fieldwork, we will need to plan, research, collect and record data, present your findings, analyse them, and then evaluate your study. • Fieldwork can involve investigating both human and physical features. • Geographical investigations involve fieldwork. • Fieldwork is when you go outside to explore the local area and find out more about it. • When carrying out fieldwork, we will need to plan, research, collect and record data, present your findings, analyse them, and then evaluate your study. • Fieldwork can involve investigating both human and physical features. • Geographical investigations involve fieldwork. • Fieldwork is when you go outside to explore the local area and find out more about it. • When carrying out fieldwork, we will need to plan, research, collect and record data, present your findings, analyse them, and then evaluate your study. • Fieldwork can involve investigating both human and physical features.	Pupils will acquire the following **geographical knowledge** throughout the unit: • Climate is the average weather conditions in a place for a long period of time (30 years or more). • There are seven climate zones: equatorial, arid, tropical, Mediterranean, temperate, subpolar, and polar. • There are three main types of land use: agricultural, forestry, and industrial. • Climate changes such as rises in temperatures and increases in rainfall can affect how we use land. • Climate change is a long-term change in the temperature and weather patterns in a place. • Climate change can refer to a particular location or the planet as a whole. • The more greenhouse gases there are in the atmosphere, the more heat gets trapped, which increases Earth's temperature. • The rise in the planet's temperature is often referred to as global warming. • Burning fossil fuels produces energy, but also releases greenhouse gases such as carbon dioxide, methane, and nitrous oxide into the air. • The consequences of global warming will affect billions of people all around the world. • The effects of global warming include glaciers and polar ice melting, sea levels rising, patterns of rainfall changing, producing floods or droughts, and habitats changing. • Unexpected weather patterns can make it difficult to maintain and grow crops in areas that rely on farming. • There are simple steps each of us can do to reduce our greenhouse emissions and our carbon footprint. • The Paris Agreement is an international treaty which aims to reduce the emissions that different countries produce and prevent the global temperature from increasing further.
Main Focus: Geographical Skills and Fieldwork , Human and Physical Geography Other strands: Locational Knowledge, Place knowledge	Main Focus: Human and Physical Geography Other strands: Locational Knowledge, Place knowledge
Vocabulary ·analyse ·border ·collection ·compass ·conclusion ·data ·distortion ·eastings ·Equator ·explore ·fieldwork ·grid reference ·human feature ·latitude ·location ·longitude ·northings ·physical feature ·plan ·projection ·Prime Meridian ·research	Vocabulary · activist ·atmosphere ·carbon dioxide ·climate change ·deforestation ·drought ·emissions ·environmentalist ·flood ·fossil fuels ·glacier ·greenhouse effect ·greenhouse gases ·habitat ·industrial revolution ·methane ·rainfall ·temperature ·treaty ·vegetation ·waterlogged

Year 6	Autumn 1—Ancient Greece	Autumn 2— Mapping the World	Spring—Conflict and Resolution	Summer 1—Global challenges: climate change	Summer 2—Global challenges: trade

What are natural resources and why do we use them?

Pupils will acquire the following **geographical knowledge** throughout the unit:

- Natural resources are raw materials produced by the environment.
- Most natural resources fit into two categories: renewable and non-renewable.
- There is a rising demand in natural resources, and we are starting to see shortages.
- Overconsumption of natural resources means we are using them quicker than the Earth can replenish them.
- Natural resources are materials people get from the Earth that have economic value or are important for human life.
- Resources are distributed throughout the world, though not always evenly, and some people have better access to resources than others.
- Fresh water is not evenly distributed and around 80 per cent of the global population have less than they need.
- Goods are transported all over the world using ships, planes, and trains.
- An import is when goods or services are brought into a country from abroad for sale.
- An export is when goods or services are sent to another country for sale.
- The world's richest countries consume on average 10 times as many materials as the poorest.
- One of the factors used to determine the wealth of nations around the world is the Gross Domestic Product (GDP).
- Fair trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.
- Approximately 80 per cent of the total amount of energy used globally each year comes from fossil fuels.
- There are four major types of non-renewable energy resources: oil, natural gas, coal, and nuclear energy. These are cheap to process and energy rich.
- There are renewable energy sources, such as wind and solar energy.
- To be sustainable means using resources today in a way that maintains their supplies for the future.
- Environmental science is all about finding ways to live more sustainably, which means using resources today in a way that maintains their supplies for the future.
- Environmental sustainability means being aware of your resource consumption and reducing unnecessary waste.
- We can achieve sustainability by acting on global, national, and local scales.

Main Focus: Locational Knowledge and Place Knowledge

Other strands: Human and physical geography

Vocabulary

· biodegradable · consume · distribution ·environmental science · export ·fair trade · fossil fuels · global · goods · import · local · national ·natural resource· plentiful · recycle · renewable · replenish · scarce ·sustainability