

Woodborough Woods CofE
Foundation School

Geography Curriculum Booklet

Containing the key substantive and disciplinary knowledge

Our School Vision

Woodborough Woods is a school with a Christian foundation, which seeks to express its Christian character by serving families in the local community and by providing a Christian ethos where children and their families can feel valued. There is an opportunity to experience the meaning of the Christian faith in the welcome that is offered to all and in the relationships of love and respect that characterise the shared life of the school. Designed to be sequential, this curriculum enables pupils to build knowledge and skills by making links with previous learning; this is shown in our progression documents. By fostering an enjoyment of learning, our children are given the opportunity to develop as independent, resilient pupils who are equipped with the ability to use their knowledge and skills to make wise choices as they take their place in the world.

The school's direction stems from its Vision Statement: 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish. It recognises the importance of the community it serves, and seeks to build relationships based on kindness and respect. It will strive to be a place where Christian priorities and values inform every subject in the curriculum and are reflected in the day to day life of the school.

We believe that the children are the centre of all our work here and we strive to ensure our school is one with a happy and caring environment. We take pride in promoting the highest standards of conduct and achievement allowing children the security and confidence to reach their full potential.

As a Church of England Voluntary Aided school, our aim is to provide this secure environment, firmly rooted in Christian values. We believe that the education of children is a partnership, one between parents, teachers and governors all working together to provide the best interests for the children in our care.

Our Geography Vision

At Woodborough Woods Foundation School, our vision for geography is to spark a lifelong curiosity and fascination about our planet. We aim to build on pupils' awareness of their own locality before broadening out to learn about people and places around the world. Our geography curriculum also increases pupils' awareness and understanding of key environmental issues. Our ultimate aim is to develop wider geographical knowledge and skills that stay with pupils in order to empower them to make a positive impact on the world around them.

Intent

Through our provision we aim that children:

- Gain knowledge and understanding of places around the world which will, in turn, develop a lifelong curiosity and fascination of earth and geography
- Gain an awareness and understanding of diverse cultures and people and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- Learn geographic skills, including how to use, draw and interpret map and that they are able to link and apply their geographical skills across the curriculum.
- Know and understand environmental problems at a local, regional and global level, which will develop a commitment to sustainable responsibility and an appreciation of what 'global citizenship' means;

Features of effective Geography teaching and learning

At Woods Foundation, we believe these features demonstrate best practice in the teaching and learning of Geography. Whilst not every lesson may exhibit every feature, over the course of their learning in a Geography unit, all of the following features would be evident.

Teachers have good subject knowledge and attend regular training where necessary.

Discussion about geography in real life, and in their lives, is intrinsic in order to engage pupils. Forging cross curricular links to other subjects wherever possible.

Key questions from prior learning are regularly asked to ensure knowledge retention. This includes a relevant recap at the beginning of lessons and then a 'Three thinkers' recap at the end for children to recall knowledge.

A variety of maps are used frequently including computer technology.

Pupils show independence and lead own learning by raising questions and thinking for themselves.

Pupils show high levels of imagination, problem solving, understanding and knowledge using relevant geographical vocabulary.

Practical work involves skills from reading, writing, speaking and listening, and maths.

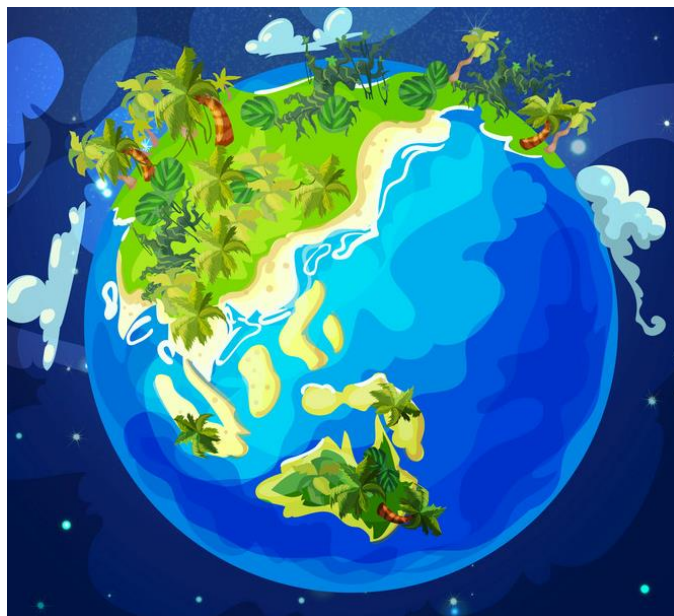
Pupils have a sense of passion, enthusiasm and commitment to learn more geography and explore the world around them.

High expectations of all pupils using and applying their geographical skills and knowledge, and showing progression.

Demonstrate accurate subject knowledge; check pupils' understanding and show an ability to correct misconceptions, and extend higher attainers.

Plan and teach geography using a range of methods including investigations, enquiries, practical work, fieldwork, research, using a range of resources, evaluation and discussion.

Our Geography Curriculum Long Term Plans and Progression Document



The Geography Long Term Plan

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| R | <p style="text-align: center;">All About Us</p> <p>Communities: Our local environment, People who help us The Natural World: Features of our location on a map Seasonal changes - Winter Hibernation</p> | <p style="text-align: center;">Our World</p> <p>The Natural World: Polar Regions, Ice experiments, Seasonal changes - spring Our Wonderful World: How can we care for the living things and the Earth?</p> | <p style="text-align: center;">Are We There Yet?</p> <p>The Natural World: Planting, animals in our community and the wider world, Contrasting environments People, Culture and Communities: Similarities and differences in other countries</p> |
| 1 | <p style="text-align: center;">Our School and Local Area</p> <p>Introducing mapping skills - Use simple compass directions - North, South, East and West. Use locational and directional language - near, far, left, right to describe the location of features and routes on a map. Follow a map around the local area, finding things along the way. Fieldwork and observational skills - How many trees did we see in our grounds? How many public places did we see? Use human and physical geographical vocab of local area.</p> | <p style="text-align: center;">Changing Weather</p> <p>Local to the UK - identify seasonal and daily weather patterns Also with a focus on geographic enquiry - looking at weather charts. Use vocabulary of season and weather.</p> | <p style="text-align: center;">Woodborough to Greenland</p> <p>Compare the Inuit settlements in Greenland to Woodborough village (human and physical geography). Using atlases and globes to identify north and south poles and equator, hot and cold, location of continents and oceans and specifically Greenland. Introduce vocabulary related to physical and human geography of both areas - hill, forest, mountain, valley, soil, vegetation, farm, village, house</p> |
| 2 | <p style="text-align: center;">Making Woodborough Wonderful</p> <p>Use 4 simple compass and locational and directional language 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.</p> | <p style="text-align: center;">Oh, I do like to be beside the seaside</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use basic geographical vocabulary to refer to: coast, cliff, beach, sea, ocean, harbour, port, shop, office and town Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> | <p style="text-align: center;">Arnold Town to a Town in India</p> <p>Compare the town of Arnold to a town in India (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. Name and locate the world's seven continents and five oceans Use maps, globes and atlases to identify areas studied. Introduce terms such as city, factory and look at why they are on rivers. Geographical enquiry and use of digital mapping.</p> |
| 3 | <p style="text-align: center;">Orienteering</p> <p>Begin to use 8 figure compass directions to describe locations on a map (north or south come first, then east or west. E.g. NE, NW, SE, SW). Know how to use grid references to find places on maps. Describe and follow a route on a map with symbols between two places beginning to use 8 figure compass points and using letter/number grid references as the start and finish.</p> | <p style="text-align: center;">Egypt Today</p> <p>Types of settlement and land use (Suez Canal), economic activity including trade links and the distribution of natural resources, food and fuel. Vegetation belts and climate zones. Identify position of the northern and southern hemispheres. Introduce the idea of time zones</p> | <p style="text-align: center;">Nottingham to New York</p> <p>Locate the world's countries, using maps to focus on North America concentrating on its environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> |
| 4 | <p style="text-align: center;">Why did Woodborough flood?</p> <p>Rivers and the Water Cycle and a Local Area Study.</p> | <p style="text-align: center;">Land Use and Settlements</p> <p>Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics,</p> | <p style="text-align: center;">Brazil</p> <p>Locate the world's countries, using maps to focus on South America concentrating on its environmental</p> |

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| | <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>key topographical features such as hills, mountains, coast and rivers.</p> <p>Land use patterns -understand how some of these aspects have changed over time.</p> <p>Understand the key aspects of human geography including types of settlement and land use</p> | <p>regions, key physical and human characteristics, countries and major cities.</p> <p>Identify position of the equator and the northern and southern hemispheres.</p> <p>Identify position of Tropics of Cancer and Capricorn, climate zones, and introduce idea of biomes.</p> <p>Land use, economic activity including trade links and the distribution of natural resources including wood, food, and water.</p> <p>Identify position of the equator, northern and southern hemispheres.</p> |
| 5 | <p>Orienteering</p> <p>Follow a route on a variety of scaled maps including an OS map between two places confidently using 8 figure compass points.</p> <p>Learn and use six-figure grid references to describe a location on a map, including the use of a key.</p> <p>Follow a route using 6 figure grid references as the start and finish.</p> | <p>Extreme Earth - Italy</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on its environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Earthquakes and volcanoes and mountains.</p> | <p>London to Athens</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
| 6 | <p>Australia and The Reef</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>More in depth look at biomes and the ocean and pollution</p> | | <p>York Today</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |

Whole School Progression Document

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| Locational Knowledge | <p>Knows what a globe is and what it represents.</p> <p>Knows the basic colour key on a map or globe; sea - blue, land - green, snow - white.</p> <p>Knows there are many different countries in the world.</p> <p>Knows that the country we live in is England.</p> <p>Names some hot and cold countries.</p> | <p>Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica).</p> <p>Know and identify on a map the five oceans (Atlantic, Pacific, Indian, Arctic and Southern).</p> <p>Know that the country we live in is England which is part of the United Kingdom.</p> | <p>Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast).</p> <p>Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p> <p>Know some characteristics of the four countries in the UK e.g. Scotland has lots of mountains.</p> | <p>Know and locate the world's countries using maps, with a focus on North America and Egypt</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know where the northern and southern hemisphere are</p> <p>Know there are time zones and that it's day and night at different times in different places in the world</p> | <p>Know and locate the world's countries using maps, with a focus on South America.</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know where the Equator is.</p> <p>Know the position of Tropics of Cancer and Capricorn and know what a tropic is.</p> <p>Know the name & locate cities of the UK on a map</p> <p>Know key topographical features in areas of the UK (hills, mountains coast and rivers)</p> <p>Know land use patterns in the UK</p> | <p>Know and locate the world's countries using maps, with a focus on Europe (ensuring the knowledge that part of Russia is in the continent of Europe).</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know that longitude lines go vertically across a map and latitude lines go horizontally.</p> | <p>Know and locate the world's countries using maps, with a focus on Australasia.</p> <p>Know the environmental regions, key physical and human characteristics of the visited places.</p> <p>Know the major countries and cities of each area studied.</p> <p>Know key topographical features in areas of the UK and Australia.</p> <p>Apply the knowledge of lines of longitude and latitude to identify the location of countries on a map.</p> <p>Apply the knowledge of the tropics of Cancer and Capricorn to describe environmental regions</p> <p>Know the names of and locate counties and cities of the United Kingdom on a map</p> <p>Know key topographical features in areas of the UK (hills, mountains coast and rivers)</p> <p>Know land use patterns and changes over time in the UK</p> <p>Know world time zones and compare with Greenwich Mean Time.</p> |

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| Place Knowledge | <p>Know that some places are far away and we cannot walk there.</p> <p>Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England.</p> <p>Knows people in the school environment and their roles.</p> <p>Knows that different countries have different landscapes.</p> <p>Knows about the lifestyle of people in other countries.</p> <p>Knows we have different environments in this country: water/sea, woods, beaches, etc.</p> <p>Knows some of the features of biomes.</p> | <p>Local: Know about the local area surrounding our school.</p> <p>Know that all streets have a name and a postcode.</p> <p>Know their own address and the address of the school.</p> <p>Know local buildings in the surrounding locality (school, shop, church, houses).</p> <p>World: Know the similarities and differences through studying the human and physical geography between a small area of the UK (Woodborough) and a contrasting non-European country (Greenland - Innuits)</p> <p>World: Know features of cold places in the world- weather, housing and wildlife. (Greenland)</p> | <p>UK: Know that the region we live in is called the East Midlands.</p> <p>Know that the continent we live in is called Europe.</p> <p>Know that the United Kingdom is a group of islands which are part of the European Continent.</p> <p>World: Know the similarities and differences through studying the human and physical geography between a small area of the UK and a contrasting non-European country</p> <p>World: Know features of hot places in the world- weather, housing and wildlife.</p> | <p>Know geographical similarities and differences through the study of human and physical geography between a region in The USA and a region of the UK</p> <p>Know the main differences between living in the UK and another country.</p> | <p>Know geographical similarities and differences through the study of human and physical geography between a region in South America (Brazil) and a region of the UK</p> | <p>Know geographical similarities and differences through the study of human and physical geography between a region in Greece and a region of the UK (Athens and London)</p> <p>Know how to compare and contrast living in the UK and another country in the world</p> | <p>Know the defining characteristics of a marine place</p> |
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| Human and Physical Geography | <p>Know what an island is. Talk about their home and the places they go to in their immediate environment.</p> <p>Knows the landmark buildings (including places of worship) in their local environment and discusses their importance.</p> <p>Name the four seasons and talk about their differences and the impact on their lives.</p> | <p>Know about seasonal and daily weather patterns in the UK: know the weather is changeable and this makes the seasons. Know that the weather can be in more than one season.</p> <p>Know weather-specific vocabulary and link words to the correct seasons using geographical language to describe the weather patterns.</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Know basic geographical vocabulary to refer to key physical and human features of both Woodborough and the Innuits settlement in Greenland: hill, forest, mountain, valley, soil, vegetation, farm, village, house</p> | <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and name some countries in these areas.</p> <p>Know basic geographical vocabulary to refer to key physical and human features of seaside town: coast, cliff, beach, sea, ocean, shop, office, town, harbour, port.</p> <p>Know basic geographical vocabulary to refer to key physical and human features of places (Arnold topic): River, city vs town, shop, factory and other public facilities</p> | <p>Know aspects of physical geography including mountains and earthquakes (USA)</p> <p>Know and understand key aspects of physical geography including climate zones and vegetation belts (Egypt)</p> <p>Know and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources including energy and food. (Egypt)</p> | <p>Know and understand key aspects of physical geography including how rivers are formed and the water cycle.</p> <p>Know and understand key aspects of physical geography including biomes and climate zones (Brazil)-</p> <p>Know and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources including wood, water and food. (Brazil)</p> <p>Know and understand key aspects of human geography including types of settlement. (Land use and Settlements)</p> | <p>Know and use geographical language to identify and explain key aspects of physical geography including earthquakes and volcanoes (Extreme Earth)</p> <p>Know and understand key aspects of human geography including types of settlement and land use (Athens vs London)</p> | <p>Know and use geographical language to identify and explain key aspects of physical geography including biomes and climate zones (Australia and The Reef)</p> |
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| Mapping | <p>Create own map using basic key. Tree, sea, sand etc.</p> <p>Takes a personal interest in maps and globes.</p> <p>Draws own journey plans of immediate environment.</p> <p>Make observations of landscapes in photos, books and videos.</p> | <p>Navigation</p> <p>Know that a map can help show you where to go.</p> <p>Know how to use a simple picture map to move around the school.</p> <p>Describing landscapes</p> <p>Know that we can describe the place of something.</p> <p>This is called its location.</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards.</p> <p>Know that an aerial photograph is a photograph taken from above and use aerial photographs to recognise landmarks.</p> <p>Drawing Maps</p> <p>Know that we can copy pictures from photographs and maps to create our own map.</p> <p>Draw basic maps, including appropriate pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p> | <p>Navigation</p> <p>Follow a route on a map.</p> <p>Use simple compass directions (North, South, East, West).</p> <p>Describing landscapes</p> <p>Know that a map is a 2D representation of the real, 3D world.</p> <p>Know that a picture on a map represents a place or feature in the real world.</p> <p>Know that a compass can describe the location of something relative to the centre point.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Drawing Maps</p> <p>Know that a symbol is a pictorial representation of a real-world object.</p> <p>Know that a key provides the names of a symbol to avoid having to label each symbol on a map.</p> <p>Know how to devise a simple map with basic symbols.</p> | <p>Navigation</p> <p>Describe and follow a route on a map with symbols between two places using 8 figure compass points. Use letter/number grid references as the start and finish.</p> <p>Describing landscapes</p> <p>Know how to use grid references to find places on maps.</p> <p>Know that the boundary of a country can be marked by a physical feature such as a mountain range or can be invisible but marked by a line on a map. Match boundaries (e.g. find same boundary of a country on different scale maps).</p> <p>Know that a map can show a small area of land (zoomed in) or a large area of land (zoomed out).</p> <p>Identify features on an aerial photograph, digital or computer map. Compare two landscapes using maps and aerial photographs.</p> <p>Begin to use 8 figure compass directions to describe locations on a map (north or south come first, then east or west. E.g. NE, NW, SE, SW).</p> <p>Drawing Maps</p> <p>Draw a map of a real location that includes human and physical features.</p> <p>Know that standard symbols are used across lots of different maps to make them more familiar - start to use standard symbols when drawing maps.</p> | <p>Describing landscapes</p> <p>Know that a small-scale map is one that shows less detail over a larger area and know that a large-scale map (e.g. OS map) is one that shows lots of detail, normally over a smaller area.</p> <p>Describe the features shown on an OS map by using the key and symbols and contour lines.</p> <p>Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis. Know that four-figure grid references take you to a box within the grid.</p> <p>Use four-figure grid references to describe a location on a map, including the use of a key.</p> <p>Confidently use 8 figure compass directions to describe locations on a map (north or south come first, then east or west. E.g. NE, NW, SE, SW).</p> <p>Drawing Maps</p> <p>Draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another. Use standard symbols and a key.</p> | <p>Navigation</p> <p>Follow a route on a variety of scaled maps including an OS map between two places using 8 figure compass points.</p> <p>Follow a route using 6 figure grid references as the start and finish.</p> <p>Describing landscapes</p> <p>Know that six-figure grid references are split into two groups of three digits. Know that the first two digits of the first group represent the numbers on the x-axis. Know that the first two digits of the second group represent the numbers on the y-axis. Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows.</p> <p>Use six-figure grid references to describe a location on a map, including the use of a key.</p> <p>Compare two landscapes using maps and aerial photographs.</p> <p>Drawing Maps</p> <p>Draw a map with positioning of key features located accurately in relation to one another and use OS symbols</p> | <p>Describing landscapes</p> <p>Describe the features shown on an OS map by using the key, symbols and scale.</p> <p>Use 8 figure compass directions to describe a detailed route.</p> <p>Know that geographical sources such as maps and aerial photographs can tell us about human behaviour, such as settlement choices.</p> <p>Make geographical conclusions based on analysis of a landscape using maps and aerial photographs.</p> <p>Drawing Maps</p> <p>Know that map scale is the relationship between distance on the map and distance in real life.</p> <p>Draw a map that shows appropriate distance between places or features based on a given scale.</p> |
| Enquiry and Communication | <p>Takes an interest in the different roles of people who support their community and makes observations of their roles.</p> <p>Understands that not everyone celebrates the same celebrations.</p> <p>Answers and asks why questions.</p> <p>Describe the immediate environment using knowledge from observation, discussion, stories,</p> | <p>Answer simple closed questions by using maps and fieldwork.</p> <p>Identify similarities and differences when studying places and features e.g. hot and cold places of the world.</p> <p>Answer simple closed questions making direct comparisons between two observations.</p> <p>Use maps and images to talk about everyday life e.g. where they live, a journey around the village.</p> | <p>Ask and answer simple geographical questions when investigation different places and environments</p> <p>Identify and describe similarities and differences e.g. comparing their lives with those of children in other places and environments</p> <p>Communicate simple geographical information using pictures, charts and maps and through writing.</p> | <p>Identify similarities, differences and patterns when investigating different places, environments and people.</p> <p>Ask and respond to more searching geographical questions when investigation different places and environments including 'how?' and 'why?'</p> <p>Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and</p> | <p>Ask and respond to more searching geographical questions using evidence to support answers</p> <p>Identify and describe similarities and difference and patterns when investigation different places, environments and people</p> <p>Recognise that other people may think differently about environmental issues.</p> | <p>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?</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Develop their views and attitudes to critically evaluate responses to local</p> | <p>Using responses to questions posed, make predictions and test simple hypotheses about people, places and geographical issues.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world.</p> <p>Collate, analyse and communicate geographical information using numerical, quantitative data and</p> |

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| | <p>nonfiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> | <p>Communicate simple geographical information using pictures, charts, maps and simple labelling.</p> <p>Can express views about the environment.</p> | <p>Can express views about the environment and recognise how it affects them.</p> | <p>through writing, using appropriate vocabulary.</p> <p>Express their opinions on environmental issues.</p> <p>Recognise how people can affect the environment both positively and negatively.</p> | <p>Recognise the impact that humans have on our environment and suggest ways forward.</p> <p>Analyse and communicate geographical information through a range of methods, e.g. maps with keys, labelled diagrams, graphs and through writing at length using appropriate geographical vocabulary</p> | <p>geographical issues or global issues and events.</p> <p>Collate, analyse and communicate geographical information using numerical, quantitative data and writing at length</p> | <p>writing at length. Choose an appropriate method to present this information and give reasons why.</p> |
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| Fieldwork | <p>Shows curiosity in the environment around them inside and outdoors. Says what they can hear, see, and feel whilst outside. Observe an immediate change, feeling the wind pick up, getting sunny. Observes and talks about the changes in nature they notice.</p> | <p>Observe daily weather patterns and record observations over time using weather symbols.</p> <p>Orally comment on observations about what they see.</p> <p>Carry out a simple survey of the school and space just outside the school, counting things as they go, filling in a simple tally chart.</p> <p>Draw simple features (e.g. buildings, playground equipment, trees). Describe their drawings.</p> | <p>Orally comment on observations about what they see using more descriptive language and suggesting reasons for these findings</p> <p>Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey and describe what these results tell us.</p> <p>Draw plans and with more detailed features (e.g. buildings, roads, trees, sign posts, bus stops) Label photographs and their own diagrams</p> | <p>Observe and name physical and human features of the environment.</p> <p>Use numerical language to make geographical observations e.g. population, temperatures, amounts.</p> <p>Draw an annotated sketch from an observation including descriptive labels. (Egypt)</p> | <p>Collect data out in the field.</p> <p>Record and present findings using graphs and charts, interpreting the information gathered.</p> <p>Use other appropriate methods for data collection such as interviews, questionnaires, observations.</p> <p>Evaluate the quality of evidence collected and suggest improvements.</p> <p>Draw an annotated sketch from an observation out in the field including descriptive and explanatory labels and indicating direction and position.</p> | <p>Observe, measure and record human and physical features of the environment.</p> <p>Use a range of numerical and quantitative skills to present data collected from observations.</p> <p>Use sketches with annotations to explain geographical processes and patterns.</p> | <p>Observe, measure and record human and physical features using detailed sketch maps, plans, graphs and digital technologies.</p> <p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>Use more detailed sketches with annotations to explain geographical processes and patterns and to try to evidence a point.</p> |
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Progression by Year Group

Reception



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
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| <p>Knows what a globe is and what it represents</p> <p>Knows the basic colour key on a map or globe; sea - blue, land - green, snow - white</p> <p>Knows there are many different countries in the world</p> <p>Knows that the country we live in is England</p> <p>Names some hot and cold countries</p> | <p>Know that some places are far away and we cannot walk there</p> <p>Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England.</p> <p>Knows people in the school environment and their roles</p> <p>Knows that different countries have different landscapes</p> <p>Knows about the lifestyle of people in other countries</p> <p>Knows we have different environments in this country; water/sea, woods, beaches, etc</p> <p>Knows some of the features of biomes</p> | <p>Know what an island is</p> <p>Talk about their home and the places they go to in their immediate environment</p> <p>Knows the landmark buildings (including places of worship) in their local environment and discusses their importance</p> <p>Name the four seasons and talk about their differences and the impact on their lives</p> | <p>Create own map using basic key. Tree, sea, sand etc</p> <p>Takes a personal interest in maps and globes</p> <p>Draws own journey plans of immediate environment</p> <p>Make observations of landscapes in photos, books and videos</p> | <p>Takes an interest in the different roles of people who support their community and makes observations of their roles</p> <p>Understands that not everyone celebrates the same celebrations</p> <p>Answers and asks why questions</p> <p>Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> | <p>Shows curiosity in the environment around them inside and outdoors.</p> <p>Says what they can hear, see, and feel whilst outside.</p> <p>Observe an immediate change, feeling the wind pick up, getting sunny.</p> <p>Observes and talks about the changes in nature they notice.</p> |

Year 1



| School and Local Area | Changing Weather | Woodborough to Greenland |
|--|--|---|
| Introducing mapping skills and human and physical geographical vocabulary of local area. Getting out and introducing field work and enquiry. | Local to the UK with a focus on geographic enquiry - looking at weather charts and patterns. Gathering data and enquiry. | Comparing the Inuit settlements in Greenland to Woodborough village - focus on locational knowledge and physical and human geography of both. |
| Sticky Knowledge | Sticky Knowledge | Sticky Knowledge |
| <ul style="list-style-type: none"> Know that we live in a village called Woodborough Know what features Woodborough has Know their own address Know how to use directional language such as near, far, left, right | <ul style="list-style-type: none"> Know that the country we live in is England which is part of the UK. Know what temperature means Know that a thermometer can find the temperature Know the name of the seasons Know weather vocabulary and which weather links to which seasons. | <ul style="list-style-type: none"> Know the name of the 7 continents Know the name of at least 3 oceans Know where the hot and cold places are on a map of the world Know where the Equator is and the North and South poles. Know that Greenland is up in between the Arctic ocean and The Atlantic ocean |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| <ol style="list-style-type: none"> Village Direction Address Church Pub Village Hall Near, far, left, right | <ol style="list-style-type: none"> Season Thermometer Temperature United Kingdom Weather Forecast Summer Spring Autumn Winter | <ol style="list-style-type: none"> Continents Equator North and South Poles Extreme Ocean Region Settlement Remote |

Year 1



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
|--|---|--|--|---|--|
| <p>Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, AustralasiaO and Antarctica)</p> <p>Know and identify on a map the five oceans (Atlantic, Pacific, Indian, Arctic and Southern)</p> <p>Know that the country we live in is England which is part of the United Kingdom</p> | <p>Local: Know about the local area surrounding our school</p> <p>Know that all streets have a name and a postcode.</p> <p>Know their own address and the address of the school</p> <p>Know local buildings in the surrounding locality (school, shop, church, houses)</p> <p>World: Know the similarities and differences through studying the human and physical geography between a small area of the UK (Woodborough) and a contrasting non-European country (Greenland - Innuits)</p> <p>World: Know features of cold places in the world- weather, housing and wildlife. (Greenland)</p> | <p>Know about seasonal and daily weather patterns in the UK: know the weather is changeable and this makes the seasons. Know that the weather can be in more than one season. Know weather-specific vocabulary and link words to the correct seasons using geographical language to describe the weather patterns.</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Know basic geographical vocabulary to refer to key physical and human features of both Woodborough and the Innuits settlement in Greenland: hill, forest, mountain, valley, soil, vegetation, farm, village, house</p> | <p>Navigation Know that a map can help show you where to go.</p> <p>Know how to use a simple picture map to move around the school.</p> <p>Describing landscapes Know that we can describe the place of something. This is called its location.</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards.</p> <p>Know that an aerial photograph is a photograph taken from above and use aerial photographs to recognise landmarks.</p> <p>Drawing Maps Know that we can copy pictures from photographs and maps to create our own map.</p> <p>Draw basic maps, including appropriate pictures to represent places or features. Use photographs and maps to identify features.</p> | <p>Answer simple closed questions by using maps and fieldwork</p> <p>Identify similarities and differences when studying places and features e.g. hot and cold places of the world</p> <p>Answer simple closed questions making direct comparisons between two observations</p> <p>Use maps and images to talk about everyday life e.g. where they live, a journey around the village.</p> <p>Communicate simple geographical information using pictures, charts, maps and simple labelling</p> <p>Can express views about the environment.</p> | <p>Observe daily weather patterns and record observations over time using weather symbols.</p> <p>Orally comment on observations about what they see.</p> <p>Carry out a simple survey of the school and space just outside the school, counting things as they go, filling in a simple tally chart.</p> <p>Draw simple features (e.g. buildings, playground equipment, trees)</p> <p>Describe their drawings.</p> |

Year 2



| Making Woodborough Wonderful | Oh, I do like to be beside the seaside | Arnold Town to a Town in India |
|---|--|--|
| Mapping, geographical enquiry and field work - surveys on parking, traffic, public transport. How can we improve our area? | In depth focus on location of UK and physical and human geography of a seaside town. Introduce terms coast, cliff, beach, sea, ocean, harbour, port, shop, office and town. | A locational and comparative study looking at two contrasting regions. The town of Arnold and a town in India. Geographical enquiry and use of digital mapping. |
| Sticky Knowledge | Sticky Knowledge | Sticky Knowledge |
| <ul style="list-style-type: none"> • Know how to use a tally chart • Know what an aerial photograph is • Know what public transport is • Know what North, South, East and West mean • Know why a symbol is used on a map | <ul style="list-style-type: none"> • Know the 4 countries that make up the UK • Know the capital cities of these 4 countries. • Know the names of the seas that surround UK • Know that the continent we live in is Europe • Know and understand the vocabulary cliff, beach, coast, harbour, port. | <ul style="list-style-type: none"> • Know the names of some countries that are in hot and cold places in the world. • Know the differences of living in a hot place (housing, wildlife, weather) • Know that Arnold is our nearest town • Know the difference between a village, town and city and what facilities these might have. • Know ??? is in India and India is in Asia. |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| <ol style="list-style-type: none"> 1. Birds-eye view 2. North, South, East, West 3. Compass 4. 2D and 3D 5. Symbols 6. Survey | <ol style="list-style-type: none"> 1. Coast 2. United Kingdom 3. Continent 4. Capital city 5. Harbour 6. Port 7. Cliff 8. Mountainous | <ol style="list-style-type: none"> 1. Compare 2. Town 3. Equator 4. North and South Pole 5. Factory 6. Wildlife 7. Facilities |

Year 2



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
|--|--|--|---|---|--|
| <p>Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast).</p> <p>Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p> <p>Know some characteristics of the four countries in the UK e.g. Scotland has lots of mountains</p> | <p>UK: Know that the region we live in is called the East Midlands.</p> <p>Know that the continent we live in is called Europe.</p> <p>Know that the United Kingdom is a group of islands which are part of the European Continent.</p> <p>World: Know the similarities and differences through studying the human and physical geography between a small area of the UK and a contrasting non-European country</p> <p>World: Know features of hot places in the world- weather, housing and wildlife.</p> | <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and name some countries in these areas.</p> <p>Know basic geographical vocabulary to refer to key physical and human features of seaside town: coast, cliff, beach, sea, ocean, shop, office, town, harbour, port.</p> <p>Know basic geographical vocabulary to refer to key physical and human features of places (Arnold topic): River, city vs town, shop, factory and other public facilities</p> | <p>Navigation Follow a route on a map.</p> <p>Use simple compass directions (North, South, East, West).</p> <p>Describing landscapes Know that a map is a 2D representation of the real, 3D world.</p> <p>Know that a picture on a map represents a place or feature in the real world.</p> <p>Know that a compass can describe the location of something relative to the centre point.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Drawing Maps Know that a symbol is a pictorial representation of a real-world object.</p> <p>Know that a key provides the names of a symbol to avoid having to label each symbol on a map.</p> <p>Know how to devise a simple map with basic symbols.</p> | <p>Ask and answer simple geographical questions when investigating different places and environments</p> <p>Identify and describe similarities and differences e.g. comparing their lives with those of children in other places and environments</p> <p>Communicate simple geographical information using pictures, charts and maps and through writing.</p> <p>Can express views about the environment and recognise how it affects them.</p> | <p>Orally comment on observations about what they see using more descriptive language and suggesting reasons for these findings</p> <p>Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey and describe what these results tell us.</p> <p>Draw plans and with more detailed features (e.g. buildings, roads, trees, sign posts, bus stops)</p> <p>Label photographs and their own diagrams</p> |

Year 3



| | | |
|-------------|------------------------|--------------|
| Egypt Today | Nottingham to New York | Orienteering |
|-------------|------------------------|--------------|

| | | |
|---|---|--|
| A study of the physical and human geography of Egypt, including economic activity and land use. | A locational and comparative study looking at two contrasting regions. | A change to go out and read maps in the field and learn the skills to be able to follow routes effectively. |
| Sticky Knowledge | Sticky Knowledge | Sticky Knowledge |
| <ul style="list-style-type: none"> • Know the Egypt is in Africa • Know the name of the River Nile and that it's the longest river in the world • Know the capital of Egypt is Cairo • Know that most of Egypt is made of desert • Know the name of the Suez Canal and what it is for • Know that countries have different time zones with night and day at different times | <ul style="list-style-type: none"> • Know that Nottingham is our nearest city • Know that Washington DC is the capital of The USA but Manhattan is the most populated place in The USA • Know that The USA is in North America • Know that Canada is just north and Mexico is just south of The USA • Know where the Atlantic and Pacific oceans are in relation to The USA • Know the name of the main Mountain range in North America | <ul style="list-style-type: none"> • Know 8 figure compass points • Know how to follow a route using 8 figure compass points • Know how to use letter/number grid references to find places on a map • Know some standard symbols for features on maps. • Know the difference between a physical and human feature. |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| <ol style="list-style-type: none"> 1. Canal 2. Time zone 3. Desert 4. Sediment 5. Economic Activity 6. Tourism | <ol style="list-style-type: none"> 1. Mountain Range 2. Skyscrapers 3. Human geography 4. Physical geography 5. Standard Symbols 6. Grid references 7. 8 figure cardinal points on the compass 8. Fault Lines | <ol style="list-style-type: none"> 1. Navigate 2. Symbol 3. Compass 4. Control Point 5. Terrain 6. Course 7. Route |

Year 3



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
|---|---|---|--|---|---|
| <p>Know and locate the world's countries using maps, with a focus on North America and Egypt</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know where the northern and southern hemisphere are</p> <p>Know there are time zones and that it's day and night at different times in different places in the world</p> | <p>Know geographical similarities and differences through the study of human and physical geography between a region in The USA and a region of the UK</p> <p>Know the main differences between living in the UK and another country.</p> | <p>Know aspects of physical geography including mountains and earthquakes (USA)</p> <p>Know and understand key aspects of physical geography including climate zones and vegetation belts (Egypt)</p> <p>-----</p> <p>Know and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources including energy and food. (Egypt)</p> | <p>Navigation Describe and follow a route on a map with symbols between two places using 8 figure compass points. Use letter/number grid references as the start and finish.</p> <p>Describing landscapes Know how to use grid references to find places on maps.</p> <p>Know that the boundary of a country can be marked by a physical feature such as a mountain range or can be invisible but marked by a line on a map. Match boundaries (e.g. find same boundary of a country on different scale maps).</p> <p>Know that a map can show a small area of land (zoomed in) or a large area of land (zoomed out).</p> <p>Identify features on an aerial photograph, digital or computer map. Compare two landscapes using maps and aerial photographs.</p> <p>Begin to use 8 figure compass directions to describe locations on a map (north or south come first, then east or west. E.g. NE, NW, SE, SW).</p> <p>Drawing Maps Draw a map of a real location that includes human and physical features.</p> <p>Know that standard symbols are used across lots of different maps to make them more familiar - start to use standard symbols when drawing maps.</p> | <p>Identify similarities, differences and patterns when investigating different places, environments and people.</p> <p>Ask and respond to more searching geographical questions when investigation different places and environments including 'how?' and 'why?' ----- —</p> <p>Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and through writing, using appropriate vocabulary.</p> <p>Express their opinions on environmental issues.</p> <p>Recognise how people can affect the environment both positively and negatively.</p> | <p>Observe and name physical and human features of the environment.</p> <p>Use numerical language to make geographical observations e.g. population, temperatures, amounts. ----- —</p> <p>Draw an annotated sketch from an observation including descriptive labels. (Egypt)</p> |

Year 4



| | | |
|--------------------------|----------------------------|--------|
| Land Use and Settlements | Why did Woodborough flood? | Brazil |
|--------------------------|----------------------------|--------|

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|---|---|--|
| A study of settlements and land use patterns and how things change over time. A locational study of the UK. | A study of the local area with fieldwork. A focus on the physical geography of rivers and the water cycle. | A study of the physical and human geography of Brazil, including economic activity and land use. |
| Sticky Knowledge | Sticky Knowledge | Sticky Knowledge |
| <ul style="list-style-type: none"> • Know where London, Nottingham, Manchester and Birmingham are on the map of the UK • Know where England, Scotland, Wales and Northern Ireland are on a map. • Know the capital cities of all four countries in the UK • Know what a settlement is • Know why people have often historically settled near rivers. • Know how to use 4 figure grid references • Know how to use 8 compass directions to describe locations | <ul style="list-style-type: none"> • Understand the Water Cycle:- • Understand that rivers start by rain water draining off the higher land and flowing out to the sea • Know that water is then evaporated and turns into clouds • Know that an OS map is an Ordnance Survey map that shows lots of detail and uses symbols and a key. | <ul style="list-style-type: none"> • Know that Brazil is in South America • Know that the Capital is Brasilia • Know that the coast is on the Atlantic Ocean • Know that the largest rain forest in the world is in Brazil with the largest river • Know what the tropics of Cancer and Capricorn are • Know what the equator, the northern and southern hemispheres are • Know what a biome is and the names of 3 major biomes |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| <ol style="list-style-type: none"> 1. Mountain 2. Coast 3. Settlement 4. Trade 5. Agriculture 6. Highlands 7. Lowlands 8. Relief Map | <ol style="list-style-type: none"> 1. Evaporation 2. Water Cycle 3. irrigation 4. Agriculture 5. Condensation 6. Tributaries 7. Estuary 8. Downstream | <ol style="list-style-type: none"> 1. hemisphere 2. biome 3. Savannah 4. Tropical 5. Economic activity 6. Export |

Year 4



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
|---|---|---|--|---|---|
| <p>Know and locate the world's countries using maps, with a focus on South America.</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know where the Equator is.</p> <p>Know the position of Tropics of Cancer and Capricorn and know what a tropic is.</p> <p>Know the name & locate cities of the UK on a map</p> <p>Know key topographical features in areas of the UK (hills, mountains coast and rivers)</p> <p>Know land use patterns in the UK</p> | <p>Know geographical similarities and differences through the study of human and physical geography between a region in South America (Brazil) and a region of the UK</p> | <p>Know and understand key aspects of physical geography including how rivers are formed and the water cycle.</p> <p>Know and understand key aspects of physical geography including biomes and climate zones (Brazil)-</p> <p>-----</p> <p>Know and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources including wood, water and food. (Brazil)</p> <p>Know and understand key aspects of human geography including types of settlement. (Land use and Settlements)</p> | <p>Describing landscapes Know that a small-scale map is one that shows less detail over a larger area and know that a large-scale map (e.g. OS map) is one that shows lots of detail, normally over a smaller area.</p> <p>Describe the features shown on an OS map by using the key and symbols and contour lines.</p> <p>Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis. Know that four-figure grid references take you to a box within the grid.</p> <p>Use four-figure grid references to describe a location on a map, including the use of a key.</p> <p>Confidently use 8 figure compass directions to describe locations on a map (north or south come first, then east or west. E.g. NE, NW, SE, SW).</p> <p>Drawing Maps Draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another. Use standard symbols and a key.</p> | <p>Ask and respond to more searching geographical questions using evidence to support answers</p> <p>Identify and describe similarities and difference and patterns when investigation different places, environments and people</p> <p>-----</p> <p>Recognise that other people may think differently about environmental issues.</p> <p>Recognise the impact that humans have on our environment and suggest ways forward.</p> <p>Analyse and communicate geographical information through a range of methods, e.g. maps with keys, labelled diagrams, graphs and through writing at length using appropriate geographical vocabulary</p> | <p>Collect data out in the field.</p> <p>Record and present findings using graphs and charts, interpreting the information gathered.</p> <p>Use other appropriate methods for data collection such as interviews, questionnaires, observations.</p> <p>Evaluate the quality of evidence collected and suggest improvements.</p> <p>-----</p> <p>Draw an annotated sketch from an observation out in the field including descriptive and explanatory labels and indicating direction and position.</p> |

Year 5



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|-----------------------|------------------|--------------|
| Extreme Earth - Italy | London to Athens | Orienteering |
|-----------------------|------------------|--------------|

| | | |
|---|---|--|
| A study of the physical geography of Volcanoes, earthquakes and mountains | A locational and comparative study looking at two contrasting regions. | A change to go out and read maps in the field and learn the skills to be able to follow routes effectively. |
| Sticky Knowledge | Sticky Knowledge | Sticky Knowledge |
| <ul style="list-style-type: none"> • Know what the difference between active, dormant and extinct means when talking about volcanoes • Know what the Richter Scale is • Know what tectonic plates are • Know what the snow line is on a mountain • Know how mountains are formed | <ul style="list-style-type: none"> • Know the location of Greece (in Europe, in the Mediterranean Sea) • Know what a peninsula is • Know that Athens is the capital of Greece • Know what lines of longitude and latitude are • Know that part of Russia is in the continent of Europe and part of it is in Asia. • Know that Greece is hot and humid and how this affects daily life (siestas) | <ul style="list-style-type: none"> • Know how to use 6 figure grid references to find a place on a map • Know 8 figure compass points • Know how to follow a route using 8 figure compass points • Know most standard symbols for features on maps. • Know the difference between a physical and human feature. |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| <ol style="list-style-type: none"> 1. Richter Scale 2. Tectonic Plates 3. Fault lines 4. Snow line 5. Volcanoes 6. Dormant 7. Extinct | <ol style="list-style-type: none"> 1. Temperature 2. Humid 3. Tourism 4. Siesta 5. Longitude 6. Latitude 7. Peninsula 8. Population | <ol style="list-style-type: none"> 9. Navigate 10. Symbol 11. Compass 12. Control Point 13. Terrain 14. Course 15. Route |

Year 5



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
|--|---|--|--|---|---|
| <p>Know and locate the world's countries using maps, with a focus on Europe (ensuring the knowledge that part of Russia is in the continent of Europe).</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know that longitude lines go vertically across a map and latitude lines go horizontally.</p> | <p>Know geographical similarities and differences through the study of human and physical geography between a region in Greece and a region of the UK (Athens and London)</p> <p>Know how to compare and contrast living in the UK and another country in the world</p> | <p>Know and use geographical language to identify and explain key aspects of physical geography including earthquakes and volcanoes (Extreme Earth)</p> <p>-----</p> <p>Know and understand key aspects of human geography including types of settlement and land use (Athens vs London)</p> | <p>Navigation Follow a route on a variety of scaled maps including an OS map between two places using 8 figure compass points.</p> <p>Follow a route using 6 figure grid references as the start and finish.</p> <p>Describing landscapes Know that six-figure grid references are split into two groups of three digits. Know that the first two digits of the first group represent the numbers on the x-axis. Know that the first two digits of the second group represent the numbers on the y-axis. Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows.</p> <p>Use six-figure grid references to describe a location on a map, including the use of a key.</p> <p>Compare two landscapes using maps and aerial photographs.</p> <p>Drawing Maps Draw a map with positioning of key features located accurately in relation to one another and use OS symbols</p> | <p>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?</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>-----</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Collate, analyse and communicate geographical information using numerical, quantitative data and writing at length</p> | <p>Observe, measure and record human and physical features of the environment.</p> <p>Use a range of numerical and quantitative skills to present data collected from observations.</p> <p>-----</p> <p>Use sketches with annotations to explain geographical processes and patterns.</p> |

Year 6



| Year 6 | |
|--|--|
| Australia and The Reef | York Today |
| More in depth look at biomes and the ocean and how human behaviour can change places. Locational study with a focus on more technical geographical terminology. | A locational study with a focus on human and physical geography and an opportunity for work out in the field including gathering data, sketching and analysis. |
| Sticky Knowledge | Sticky Knowledge |
| <ul style="list-style-type: none"> • Know that Australia is in the Southern Hemisphere • Know that the largest reef in the world is off the North East coast of Australia and that it can be seen from space • Know what a reef is • Know some dangers posed to reef by humans • Know the oceans surrounding Australia. • Know names and locations of major cities in Australia • Know how to work out time zones using maps • Know that Australia has many biomes and why (size and location) • Know that most people in Australia live on the East coast and understand why | <ul style="list-style-type: none"> • Know the location of York and its county. • Know the name and location of our county and those surrounding ours. • Know what scale means on a map and how to use it to work out distances and sizes of features • Know the location of Scarborough on the map of the UK and describe how far it is from York and other places using a scaled map • Know which direction to travel to Scarborough in using 8 compass points. • Know that coasts are always changing and why. |
| Key Vocabulary | Key Vocabulary |
| <ol style="list-style-type: none"> 1. Time Zone 2. Reef 3. Marine 4. Lines of longitude and latitude 5. Tropic of cancer and tropic of Capricorn 6. Greenwich Meantime | <ol style="list-style-type: none"> 1. Coastal erosion 2. Scale 3. Geographical processes 4. County 5. Landslide 6. Dynamic |

Year 6



| Locational Knowledge | Place Knowledge | Human and Physical Geography | Mapping | Enquiry and communication | Fieldwork |
|---|--|---|---|---|--|
| <p>Know and locate the world's countries using maps, with a focus on Australasia.</p> <p>Know the environmental regions, key physical and human characteristics of the visited places</p> <p>Know the major countries and cities of each area studied.</p> <p>Know key topographical features in areas of the UK and Australia.</p> <p>Apply the knowledge of lines of longitude and latitude to identify the location of countries on a map.</p> <p>Apply the knowledge of the tropics of Cancer and Capricorn to describe environmental regions</p> <p>Know the names of and locate counties and cities of the United Kingdom on a map</p> <p>Know key topographical features in areas of the UK (hills, mountains coast and rivers)</p> <p>Know land use patterns and changes over time in the UK</p> <p>Know world time zones and compare with Greenwich Mean Time.</p> | <p>Know the defining characteristics of a marine place</p> | <p>Know and use geographical language to identify and explain key aspects of physical geography including biomes and climate zones (Australia and The Reef)</p> | <p>Describing landscapes Describe the features shown on an OS map by using the key, symbols and scale.</p> <p>Use 8 figure compass directions to describe a detailed route.</p> <p>Know that geographical sources such as maps and aerial photographs can tell us about human behaviour, such as settlement choices.</p> <p>Make geographical conclusions based on analysis of a landscape using maps and aerial photographs.</p> <p>Drawing Maps Know that map scale is the relationship between distance on the map and distance in real life.</p> <p>Draw a map that shows appropriate distance between places or features based on a given scale.</p> | <p>Using responses to questions posed, make predictions and test simple hypotheses about people, places and geographical issues.</p> <p>-----</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world.</p> <p>Collate, analyse and communicate geographical information using numerical, quantitative data and writing at length. Choose an appropriate method to present this information and give reasons why.</p> | <p>Observe, measure and record human and physical features using detailed sketch maps, plans, graphs and digital technologies.</p> <p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>-----</p> <p>Use more detailed sketches with annotations to explain geographical processes and patterns and to try to evidence a point.</p> |