

Adelaide Primary School

Knowledge and Vocabulary Progression Intent Geography

The intention of the Geography curriculum

To ensure that all pupils have:

A curiosity and fascination about the world and its people

A knowledge about diverse places, people, resources and natural and human environments

A deep understanding of the Earth's key physical and human processes

An understanding of how the Earth's features at different scales are shaped, interconnected and change over time

What are the key features of 'knowledge-rich' curriculum for Geography?

At both key stages the sticky knowledge takes full account of the national curriculum's main characteristics of:

Locational knowledge Place knowledge Human and Physical geography Geographical skills and fieldwork

This document outlines the knowledge, vocabulary and skills within our curriculum for Geography and includes both 'now knowledge' and 'sticky knowledge'. There is a difference between knowledge which will be retained close to the point of teaching and develop a broad, general understanding (now knowledge) and that which will be retained in the long-term memory (sticky knowledge).

A.C.E. Aims for Geography

At Adelaide Primary School, we aim to provide a high-quality geography education that will inspire pupils and encourage a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

A.C.E. Long Term Plan for Geography


FS1	Where do I live		What do we see on our journey to school?	Do all animals live on a farm?	Are all houses the same?
FS2	Where do I live and where am I from?	Is food the same all over the World?	Which countries can we travel to?	Do all animals live together?	
Y1	Where do we live and learn? X 12 sessions			Would you like to live in a city or a village? <i>(human and physical features)</i> X6 sessions Village field Trip (Eastrington)	
Y2	Where would you prefer to live – England or Kenya? <i>(area of contrasting non-European country)</i> X 12 sessions			Why do we love to be beside the seaside? <i>(human and physical features)</i> X6 sessions Seaside field trip (Bridlington)	
Y3	Are there any other countries like Greece? <i>(place knowledge)</i> X 12 sessions			What makes the Earth angry? <i>(volcanoes and earthquakes)</i> X6 sessions Volcano field trip (Magna)	
Y4	Where on Earth does our water come from? <i>(rivers, mountains and water cycle)</i> X 12 sessions Rivers field trip (Meaux, Wawne)			Are we all settled? <i>(types of settlement and land use)</i> X6 sessions	
Y5	Would you rather live in a rainforest? <i>(place knowledge, climate zones & biomes and vegetation belts)</i> X 12 sessions Forest visit (Dalby Forest)			Is Britain a terrific trader? <i>(economic activity including trade links)</i> X6 sessions	
Y6	Can we travel the world in 24 hours? X6 sessions	Have we exhausted our energy? <i>(distribution of resources)</i> X6 sessions Siemens			

Geography: Early Years Foundation Stage

		22-36/30-50m	40-60m	ELG/Exceeding
<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>New ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps 	<p>Locational knowledge</p>	<p>FS1 ACE Question Where do I live? What do we see on our journey to school?</p> <ul style="list-style-type: none"> Know how to explore, talk about and ask questions about the environment they live in. Know how to talk about the features of their environment - human and physical features - flats, trees, bus stop, hospital, houses, shops, park, school, road, garden Begin to understand what maps are used for 	<p>FS2 ACE Question Where do I live and where am I from?</p> <ul style="list-style-type: none"> Know how to look closely at similarities and differences within their own immediate environment (e.g. House styles) Know how to look closely at patterns within their own immediate environment (e.g. brickwork) Know how to look closely at changes within their own immediate environment (e.g. Trees) Know how to find local features on a map Know that buildings (including those of religious importance) in their local area can have different uses and be able to name some of them 	<p>FS2 ACE Question Where do I live and where am I from?</p> <ul style="list-style-type: none"> Know how to make observations about their own immediate environment Know how to describe and talk about features of their own immediate environment Know how to recognise features of their own immediate environment on an aerial photograph and a simple map.
		<p><i>flats, trees, bus stop, hospital, houses, shops, park, school, road, garden, map</i></p>	<p><i>environment, buildings, area, places, patterns, changes, similarities, differences, village hall, Octagon, Country, England, City, Hull</i></p>	<p><i>aerial view, photograph, symbol, feature</i></p>
	<p>Place knowledge</p>	<ul style="list-style-type: none"> 	<p>FS1 ACE Question Do animals all live on the farm? Are all houses the same?</p> <p>FS2 ACE Question Is food the same all over the world? Which countries can we travel to? Do animals all live together?</p> <ul style="list-style-type: none"> Know how to look for similarities and differences between their own environment and others (city, countryside, seaside, village) Know how to look for similarities and differences between this country and other countries. (Handa's surprise - transport, food, clothes, weather) (Chinese New Year - food, language, clothes, writing) 	<p>FS2 ACE Question Is food the same all over the world? Which countries can we travel to? Do animals all live together?</p> <ul style="list-style-type: none"> Know how their own environment may be similar or different to others (city, countryside, seaside, village) Know how to compare two different areas using an aerial photograph and a simple map. Know that life in this country is similar or different to life in another country (Handa's surprise - transport, food, clothes, weather) (Chinese New Year - food, language, clothes, writing) Know how to use non-fiction books to find facts about the country we live in and compare to other countries.
		<p><i>similarities, differences, city, countryside, seaside, village, country, China, Kenya, language</i></p>	<p><i>compare, facts, life, Italy, India, Poland,</i></p>	
	<p>Human and physical geography</p>	<p>FS1 ACE Question How can we take care of the plants?</p> <ul style="list-style-type: none"> Know how to care for their environment 	<p>FS2 ACE Question Where do plants like to grow?</p> <ul style="list-style-type: none"> Know how to look at photographs and talk about how their environment is changing over time 	<p>see The Natural World</p>
		<p><i>care, tidy, clean, litter,</i></p>	<p><i>same, different, change, new, old, now, before</i></p>	

Geography: Key Stage 1 'now knowledge' and 'sticky knowledge'

- All topics start with the world map including most significant physical features (Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, oceans, seas, mountain ranges and rivers)
- All continents, European countries, UK geographical features (major cities, mountains and hills)
- Then zoom in to your topic focus (country, county/region/city /local features)

	National Curriculum	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> • <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> • <i>name and locate the world's seven continents and five oceans</i> 	<p style="text-align: center;">ACE Question Where do we live and learn?</p> <ul style="list-style-type: none"> • Know the names of, and locate on a map, each of the four countries that make up the UK • Know the names of the 4 main bodies of water that surround the UK • Know the name of, and locate on a map, the four capital cities of England, Wales, Scotland and Northern Ireland • Know the name of and describe some of the human and physical characteristics of each of the four countries of the UK. (Human: comparative size, comparative population, population, flag, symbol, flower, national dish. Famous buildings, Physical: location, predominant landscape, main rivers, mountains) 	<p style="text-align: center;">ACE Question Where would you prefer to live – England or Kenya?</p> <ul style="list-style-type: none"> • Know the names of, and locate on a world map, the seven continents of the world • Know the names of, and locate on a world map, the five oceans of the world
		<p><i>Country, England, Ireland, Scotland, Wales, United Kingdom North Sea, Irish Sea, English Channel and Atlantic Ocean. London, Cardiff, Edinburgh and Belfast.</i></p>	<p><i>Continent, Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania). Atlantic, Pacific, Indian, Southern and Arctic Oceans.</i></p>
Place Knowledge	<ul style="list-style-type: none"> • <i>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</i> 	<p style="text-align: center;">ACE Question Would you like to live in a city or a village? (Eastrington visit)</p> <ul style="list-style-type: none"> • Know that there are similarities and differences between the human and physical features of our city (Hull) and those of a local village (Eastrington) - weather and climate; houses, roads, shops, leisure; landscape and vegetation; schools and daily life of a child (see specific features listed in Human and Physical Geography) 	<p style="text-align: center;">ACE Question Where would you prefer to live – England or Kenya?</p> <ul style="list-style-type: none"> • Know the main differences between a small area of the UK (Hull) and that of a small place in a non-European country (Nairobi) - focus on weather and climate; houses, roads, shops, leisure; landscape and vegetation; schools and daily life of a child. • Know the name of a mountain in Kenya (Mount Kenya – know what a valley is) and a forest in Yorkshire (Dalby Forest- know what vegetation is). • Know features of hot (Kenya) and cold (UK) places in the world. <p style="text-align: center;">ACE Question Why do we love to be beside the seaside?</p> <ul style="list-style-type: none"> • Know the similarities and differences between the human and physical features of our city (Hull) and those of a coastal town (Bridlington) - weather and climate; houses, roads, shops, leisure; landscape and vegetation; schools and daily life of a child ((see specific features listed in Human and Physical Geography)
		<p><i>Compare, similarities, differences, country, landscape, Kenya, Nairobi, climate, vegetation, mountain, valley, landscape, soil, forest</i></p>	
Human and Physical Geography	<ul style="list-style-type: none"> • <i>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> • <i>use basic geographical vocabulary to refer to:</i> <ul style="list-style-type: none"> ○ key physical features, including: <i>beach, cliff, coast, sea, ocean, forest, hill, mountain, river, soil, valley,</i> 	<p style="text-align: center;">ACE Question Can we be weather watchers?</p> <p style="text-align: center;">observe and record weekly over the year, plus one session/DLD each season</p> <ul style="list-style-type: none"> • Know key words used to describe British weather (sunny, cloudy, dull, rainy, snowy, foggy, hail, drizzle, sleet) • Know and recognise the main weather symbols (link to science) <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Know the names of the seasons in the UK 	<p style="text-align: center;">ACE Question Why do we love to be beside the seaside?</p> <ul style="list-style-type: none"> • Know the human and physical features of a coastal town (Bridlington - beach, coast, hill, sea, cliff, house, shop) • Know the human and physical features of a city (recap Hull from Y1-factory, house, office, port, shop, river) <p style="text-align: center;">ACE Question Where would you prefer to live – England or Kenya?</p> <ul style="list-style-type: none"> • Know the location of hot and cold areas of the world, using a climate map, in relation to the Equator, South and North Pole on a map or globe.

- vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- Know which is the hottest and which is the coldest season in the UK and the characteristics of these seasons (weather, clothing, activity) – (link to science)

ACE Question

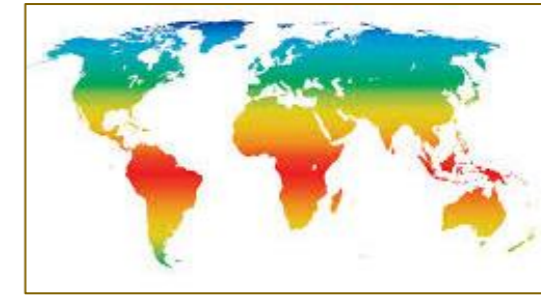
Where do we live and learn?

- Know the main human features of the school and the local area around it

ACE Question

Would you like to live in a city or a village? (Eastrington visit)

- Know the main human and physical features of our city (Hull – river, city, town, factory, office, port, house, shop, Transport Interchange, KCOM Stadium, St Stephens, Hull New Theatre, Ferens Art Gallery, Museums, Humber Bridge, River Hull, River Humber, The Minster, The Deep, Hull Fair, Queens Gardens, Hull Truck Theatre,)
- Know the main features of a local village. (Eastrington - countryside, farm, village, house, shop, Fields, church, shop, school, houses, semi-detached, detached) -



Season, weather, sunny, cloudy, dull, rainy, snowy, foggy, hail, drizzle, sleet, Spring, Summer, Autumn, Winter
Northern England, East Riding of Yorkshire, house, shop
Hull – river, city, town, factory, office, port, Humber Bridge, Humber Estuary
Eastrington – countryside, farm, village

harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean
urban, countryside, coastal, climate map

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 and West) and locational and directional language (eg. near, far, left, 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 simple maps; construct basic symbols in a key
- Undertake 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.

ACE Question

Where do we live and learn?

Using **world maps** and **atlases**:

- Identify the location of the United Kingdom
- Identify the location of each of the four countries of the UK
- Identify the four main bodies of water that surround the UK

Using simple **fieldwork** and **observational skills**:

- Know the main features of the school and its grounds (**sports hall, field, playground – including MUGA, trim trail, pirate ship, car park, main hall, office, classrooms, toilets, trees, Foundation Stage**)

Using **plan perspectives**:

- Identify the main features of the school and its grounds (**sports hall, field, playground – including MUGA, trim trail, pirate ship, car park, main hall, office, classrooms, toilets, trees, Foundation Stage**)
- Draw a simple sketch map of an area of the school

Using simple **fieldwork** and **observational skills**:

- Make simple observations of the main features of the local area surrounding the school (**street, road, path, lampposts, houses, flats, bungalows, terraced houses, bus shelter, shops** (mini market, bakers, hairdressers, chip shop, pharmacy), **the Village Hall, Salvation Army, Octagon, park, fences, road signs, street signs, trees, hospital**)

- Use a photo/video taken by an adult to recall what they have seen
- Begin to ask questions about the local area

Using **aerial photographs**:

- Identify of the features of the local area (**street, road, path, lampposts, houses, flats, bungalows, terraced houses, bus shelter, shops** (mini market, bakers, hairdressers, chip shop, pharmacy), **the Village Hall, Salvation Army, Octagon, park, fences, road signs, street signs, trees, hospital**)

ACE Question

Would you like to live in a city or a village? (Eastrington visit)

Using simple **fieldwork** and **observational skills**:

ACE Question

Where would you prefer to live – England or Kenya?

Using **world maps, atlases, climate maps** and **globes**:

- Identify the location of the equator, North Pole and South Pole
- Identify hot and cold areas of the world on a climate map
- Identify the location of each continent and ocean
- Identify the location of England and Kenya
- Recognise compass directions N, E, S and W on a world map
- Use N, E, S, W to describe the location of continents, oceans and countries on a world map

Using **aerial photographs**:

- Recognise landmarks and basic human and physical features of **Hull and Nairobi**

ACE Question

Why do we love to be beside the seaside?

Using simple **fieldwork** and **observational skills**:

- Make detailed observations of the features of **Bridlington**
- Use a camera/video to gather evidence of what they have seen
- Ask questions about **Bridlington**

Using **aerial photographs**:

- Recognise landmarks and basic human and physical features of an area of **Bridlington (beach, sea, breakers, promenade, road, houses, trees, boat launch ramp, caravan park, café, restaurant, hotel, car park, bus stop, place of interest, museum)**

Using **simple street maps**:

- Know the meaning of symbols on a map of Bridlington (**café, restaurant, hotel, car park, bus stop, place of interest, museum**)
- Identify geographical features on a map of Bridlington using a key (**café, restaurant, hotel, car park, bus stop, place of interest, museum**)
- Use locational language to describe the location of features (**near the . . . , far from . . .**)

		<p>Make simple observations of the main features of Eastrington (Fields, church, trees, village hall, pub, hairdressers, shop, school, houses, semi-detached, detached)</p> <p>Using aerial photographs:</p> <ul style="list-style-type: none"> Recognise landmarks and basic human and physical features of Hull and Eastington (Fields, church, trees, village hall, pub, hairdressers, shop, school, houses, semi-detached, detached) <p style="text-align: center;">ACE Question</p> <p style="text-align: center;">Can we watch the weather? ongoing throughout the year</p> <p>Using simple fieldwork and observational skills:</p> <ul style="list-style-type: none"> Observe and record the local weather on a weekly basis over the year. 	<ul style="list-style-type: none"> Use directional language to describe a route to take between features (left, right) Recognise compass directions N, E, S and W Use N, E, S, W to describe the location of features seen on a map. Devise simple sketch maps of an area of Bridlington, constructing basic symbols in a key (beach – use dots, sea – use wavy lines, road- use parallel lines/ café, restaurant, hotel, car park, bus stop, place of interest, museum)
		<p><i>Map, atlas, features, sports hall, field, playground, car park, main hall, office, classrooms, toilets, street, road, path, lampposts, houses, flats, bus shelter, shop, mini market, bakers, hairdressers, chip shop, pharmacy, the Village Hall, Salvation Army, office, park, fences, road signs, street signs, trees, hospital</i></p>	<p><i>Globe, map, atlas, equator, North Pole, South Pole, compass, north, south, east, west beach, sea, breakers, promenade, road, houses, trees, boat launch ramp, caravan park, café, restaurant, hotel, car park, bus stop, place of interest, museum</i></p>

Geography: Key Stage 2 ‘now knowledge’ and ‘sticky knowledge’

- All topics start with the world map including most significant physical features (Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, oceans, seas, mountain ranges and rivers)
- All continents, European countries, UK geographical features (major cities, mountains and hills)
- Then zoom in to your topic focus (country, county/region/city /local features)

	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Locational Knowledge</p>	<ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities name and locate <ul style="list-style-type: none"> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical features (incl 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 (incl day and night) 	<p style="text-align: center;">ACE Question:</p> <p style="text-align: center;">Are there any other places like Greece?</p> <ul style="list-style-type: none"> Know the names of, and be able to locate on a map, at least eight European countries and know the names of their capitals – Greece (Athens), Italy (Rome), Germany (Berlin), Russia (Moscow), UK (London), Denmark (Copenhagen) – Y6 Viking link, Belgium (Brussels) – European Parliament, Spain (Madrid) – MFL we teach, France (Paris) -closest neighbour - these capital cities will be revisited in Y6 <p style="text-align: center;">ACE Question</p> <p style="text-align: center;">What makes the Earth angry?</p> <ul style="list-style-type: none"> Know the names and location of three countries and their volcanoes (Italy, Mount Vesuvius - most famous; Greece, Methano Volcano; USA, Mount St Helens - linked with earthquake) Know the names and location of three countries where earthquakes occur (China, USA, Indonesia) 	<p style="text-align: center;">ACE Question</p> <p style="text-align: center;">Are we all settled?</p> <ul style="list-style-type: none"> Know the names of and locate at least eight counties and at least six cities in the UK - East Riding of Yorkshire / Hull (ours), Greater London / London (capital city), North Yorkshire / York (largest county), Kent / Canterbury (oldest county), Midlothian / Edinburgh (capital city of Scotland), Glamorgan / Cardiff (capital city of Wales), County Antrim and County Down / Belfast (capital of Northern Ireland), Lancashire / Manchester (residential visit to Robinwood) Know how some of these counties have changed over time <p style="text-align: center;">ACE Question:</p> <p style="text-align: center;">Where on Earth does water come from?</p> <ul style="list-style-type: none"> Know the names and locations of at least three of the most significant mountains in the world (Everest -highest, Mount Kilimanjaro - Y3 volcano link, Mount Olympus - Y3 ancient Greeks link, plus others of your choice such as Table 	<p style="text-align: center;">ACE Question:</p> <p style="text-align: center;">Would you rather live in a rainforest?</p> <ul style="list-style-type: none"> Know where the Equator, Tropic of Cancer and Tropic of Capricorn are on a world map. Know what is meant by the terms ‘longitude, ‘latitude’ and ‘tropics’ Identify lines of longitude and latitude on a map of the world - see Geographic skills and fieldwork below Identify the tropics of Cancer and Capricorn on a map of the world- see Geographic skills and fieldwork below Know the names of, and locate, four countries from the southern hemisphere (Peru, Australia, Indonesia, Madagascar) – tropical rainforests in different continents Know the names of, and locate, four countries from the northern hemisphere (UK, Greece, Italy, Egypt) – link with previous learning KS1, Y3, Y4, Y5 Know the names of, and locate, four North American countries and know the names of their capital cities (USA, Canada, Greenland, Mexico) – largest 	<p style="text-align: center;">ACE Question:</p> <p style="text-align: center;">Can we travel the world in 24 hours?</p> <ul style="list-style-type: none"> Know where the North and South Poles & the Arctic and Antarctic Circles are and identify them on a globe and a map of the world. Know where the Prime Meridian is and locate it on a map of the world. Know why one Prime Meridian was needed and why its location was chosen Know why we need to have time zones Know why day and night occur Know daylight hours in the polar regions are different to those of the UK- Know what the climate of the Polar regions are like and compare to the UK- Know some of the key features of the Polar regions are and compare to the UK Know the position and significance of the Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night). Know the names of and locate at least eight major capital cities across the world – <ul style="list-style-type: none"> Athens, Rome, Berlin, London, Moscow, Madrid, Copenhagen,

			<p>Mountain - unusual shape, Aconcagua - South America)</p> <ul style="list-style-type: none"> • Know where the main mountain ranges are in the UK – Cairngorms (Scotland), Pennines (England), Mourne Mountains (Northern Ireland), Snowdonia (Wales) • Know the names and locations of three of the most significant rivers in the world (Nile - longest & Y5 Ancient Egyptians link, Amazon - 2nd longest & Y5 Rainforest link, Volga - Europe's longest plus others of your choice) • Know, name & locate the main rivers in the UK – (Severn, Thames, Trent, Ouse, Humber Estuary, River Hull.) • Know how The River Hull has changed over time 	<ul style="list-style-type: none"> • Know the names of, and locate, four South American countries (Brazil, Peru, Colombia, Venezuela) – all have Amazon Rainforest running through • Know where in world rainforests are located - near the equator, between the tropics of Cancer and Capricorn • Know the names and location of the countries in which the Amazon Rainforest is found 	<p>Brussels, Paris (Europe & introduced in Y3 Geography)</p> <ul style="list-style-type: none"> ○ Beijing (China – Asia) ○ Washington DC (USA - North America) - learned in Y5 Geography ○ Mexico City (Mexico - South America) Y6 Hist ○ Canberra (Australia – Oceania) ○ Cairo (Egypt – Africa) – Y5 History
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p>ACE Question Are there any other places like Greece?</p> <ul style="list-style-type: none"> • Identify the key similarities and differences in the typical human and physical geography of a region of the UK (Hull and East Yorkshire) and a region of a European country (Attica in Greece) <p><u>Physical</u></p> <ul style="list-style-type: none"> ○ land area (size) ○ climate ○ landscape - vegetation, rivers, mountains/hills, coastline, forest/woodland <p><u>Human</u></p> <ul style="list-style-type: none"> ○ key facts - location (country, continent) language, currency, food, population size ○ predominant settlement type and land uses in the region (urban/rural/ industrial/tourist/cities/towns/villages/houses/shops/leisure) ○ economic activity in the region 	<p>County, city, mountain range, summit, river, estuary, river mouth, tectonic plates</p>	<p>ACE Question Would you rather live in a rainforest?</p> <ul style="list-style-type: none"> • Explain the key similarities and differences in the human and physical geography of a region of the UK (North Yorkshire, Dalby Forest - first studied in Y2) and in a region in South America (Amazon Rainforest) <p><u>Physical</u></p> <ul style="list-style-type: none"> ○ land area (size) ○ climate ○ landscape - vegetation, rivers, mountains/hills, coastline, forest/woodland <p><u>Human</u></p> <ul style="list-style-type: none"> ○ key facts - location (country, continent) language, currency, food, population size ○ predominant settlement type and land uses in the region (urban/rural/ industrial/tourist/cities/towns/villages/houses/shops/leisure) • economic activity in the region • Reach informed conclusions about jobs/ settlement/location/climate/human features. 	<p>Greenwich Meridian, Arctic and Antarctic circle</p>
		<p>Cities and continents. European, Europe, European Union</p>	<p>Northern Hemisphere, Southern Hemisphere, Tropics, latitude, longitude, Equator, climate, temperate, tropical, tundra and arctic.</p>	<p>Woodland, rainforest, physical features, human features, population, land use, retail, leisure, housing, business, industrial, agricultural, urban, rural, landscape, climate, land locked,</p>	

city, river, Humber Bridge, port, flat land, woodland, peninsula, coastal, mountains

Geography: Key Stage 2 continued...

	National Curriculum	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> ○ climate zones - Y5 ○ biomes and vegetation belts, - Y5 ○ rivers, mountains - Y4 ○ volcanoes and earthquakes – Y3 ○ the water cycle – Y4 • describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> ○ types of settlement and land use – Y4 ○ economic activity including trade links – Y5 ○ the distribution of natural resources including energy, food, minerals and water. – Y5 	<p>ACE Question What makes the Earth angry?</p> <ul style="list-style-type: none"> • Know that the earth is made up of four different layers - crust, mantle, outer core, inner core • Know how a volcano is formed • Know the names of the different parts of a volcano. • Know where most volcanoes are found in Ring of Fire • Know where volcanoes can be found in the UK • Know the three states of a volcano - active, dormant, extinct • Know what causes an earthquake. • Know earthquakes occur on the tectonic plates boundaries • Know that a tsunami is caused by an underground earthquake • Know the impact of earthquakes and volcanoes on the environment, settlements and land use 	<p>ACE Question Where on Earth does water come from?</p> <ul style="list-style-type: none"> • Know and label the main features of a river: upper course, middle course, lower course • Know that rivers have a source • Know that rivers flow into a sea • Know why most cities are located by a river. • Know some of the ways that rivers are used (energy, transportation, leisure, fishing) • Explain the features of a water cycle. • Know and label the main features of a mountain. • Know how different mountains are formed • Know the typical climate of a mountain (know how mountain land is typically used and why- tourism, grazing) <p>ACE Question Are we all settled?</p> <ul style="list-style-type: none"> • Know what a settlement is • Know what features and resources are important to any successful settlement site (natural resources including energy, food and water; potential for trade links; potential for different uses of the land; climate; biomes and vegetation; rivers and hills/mountains) • Identify features and resources that make Hull successful settlement site • Know that settlements have been built at different times in history • Know that the name of a settlement can give clues as to who built it • Identify who built specific settlements from clues in their names Hull (Kingston Upon Hull – Edward I England) • Identify similarities and differences between land use in different settlements 	<p>ACE Question Would you rather live in a rainforest?</p> <ul style="list-style-type: none"> • Know what is meant by biomes and vegetation belts. • Know the names of the world's major biomes and identify them on a biome map (rainforest, desert, savanna, grassland, tundra) • Know what is meant by a climate zone and how this affects biomes • Know the four main types of forest in the world (rainforest, temperate, boreal, coniferous) • Know what the features of a specific biome (tropical rainforest) are. • Label layers of a rainforest and know what deforestation is. • Know the key aspects of a rainforest climate • Know the effects humans are having on the rainforests • Know what is meant by the term deforestation, why it is happening, what effect it is having and how we can help limit the effect of deforestation <p>ACE Question Is Britain a terrific trader?</p> <ul style="list-style-type: none"> • Know what trading is • Know the difference between imports and exports • Know some goods and countries the UK imports goods to / exports goods from and why • Know where in the world our food comes from (include 'food miles') • Know what is meant by the term 'fair trade' and the process involved for products such as chocolate and coffee • Know why fair trade is important • Know what a 'global supply chain' is • Know a product that is an example of a global supply chain • Know what 'globalisation' is 	<p>ACE Question Have we exhausted our energy?</p> <ul style="list-style-type: none"> • Know how electricity is generated and distributed • Know where electricity is generated in the UK • Know the impact of production of non-renewable forms of energy has on the planet (production of CO2) • Know forms of renewable energy (links to Siemens) • Know the importance of conserving water and energy supplies and how this can be achieved • Know that access to natural resources varies in different countries

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)

Tectonic plates, Ring of fire, magma, mantel, outer core, inner core, volcano, active, dormant, extinct, earthquake, epicentre, magnitude.

*Source, tributary, meander, delta, estuary, mouth, evaporation, water cycle, condensation, precipitation
Summit, slope, outcrop, valley, plateau, face, foot, ridge, tree line, snow line*

- Know the effects of globalisation on local trade

*Rainforest, deforestation, palm oil trade, biomes, vegetation, tundra, temperate, tropical, grassland, forest floor
Trade, import, export, fair trade, debt, famine, poverty, affluent, industry, economy,*

Resources, supply, generate, renewable, non-renewable, solar power, wind power, biomass, environmental, carbon footprint

ACE Question
Are there any other places like Greece?

- Map Skills:**
- Know how to use a range of **maps, atlases and globes** to locate a variety of European **countries and capital cities** studied (see content above) and the **Equator**
 - Can ask geographical questions about places and environments and express opinions.
 - Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world.
 - Can use letter and number co-ordinates to locate features on a map.
 - Can draw a simple map of a familiar short route using OS symbols

ACE Question
What makes the Earth angry?

- Fieldwork:**
- Know how to record, present and interpret data (**bar charts of frequency of volcanoes erupting in last century**)
 - Can measure accurately using a tally and standard units.
 - Can identify benefits and limitations of data collection methods.
 - Can reach a thoroughly described conclusion to the fieldwork question or prediction.
 - Can confidently ask questions to a range of people.
 - Can use a camera, video or audio to gather appropriate data.

ACE Question
Are we all settled?

- Map Skills:**
- Can confidently use globes, atlases and images to locate counties and cities.
 - Can identify the eight-point compass directions; North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
 - Can draw an accurate map of a short route using OS Symbol.
 - Can use four figure grid references to locate features on a map.



Example of 1:50 000 scale mapping with road and some other features for cycling and holidays

- Can ask questions and answer questions about places and environments to aid investigations and express their different opinions relation to issues.

ACE Question
Where on Earth does water come from?

- Fieldwork:**
- Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion.

ACE Question
Would you rather live in a rainforest?

- Map Skills:**
- Can use atlases to locate countries in four countries in North hemisphere, four countries in southern hemisphere, four North American countries and Four south american countries.
 - Can confidently use the eight-point compass directions; North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
 - Can accurately use four figure grid references on an OS map and attempt six-figure grid references.



Example of 1:50 000 scale mapping with road and some other features for cycling and holidays

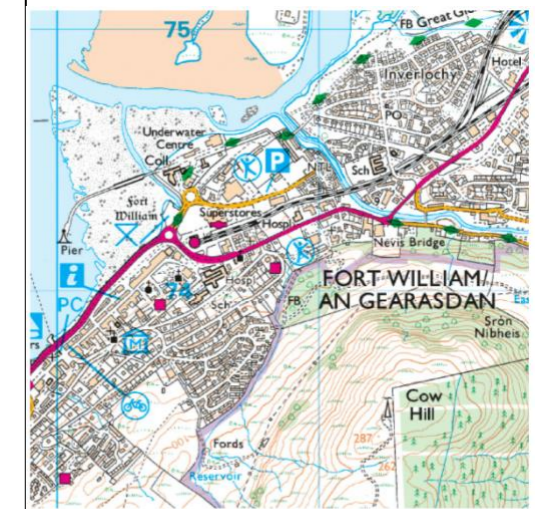
- Can draw a sketch map using OS symbols and a key.
- Can ask questions to carry out an investigation and express the opinions from a range of points of view.

ACE Question
Is Britain a terrific trader?

Fieldwork:

ACE Question:
Can we travel the world in 24 hours?

- Map Skills:**
- Can confidently use a range of map, atlases, images, globes and digital mapping to locate North/south poles, Artic/Antartic circles and Prime meridian.
 - Can confidently and accurately use the eight-point compass directions; North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
 - Can accurately use six-figure grid references on an OS map.



Example of 1:25 000 scale mapping shows most paths and individual buildings with enough details for walking and MTB






- Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
- Can ask a range of geographical questions to carry out an investigation and can explain the opinions from a range of points of view.

ACE Question
Have we exhausted our energy?

Fieldwork:

			<ul style="list-style-type: none"> • Can describe the benefits and limitations of data collection methods. • Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction. • Can measure using simple instruments, digital technologies and can measure more than one aspect at once. • Can devise and ask questions using geographical vocabulary to recognise that others may think differently. • Can locate labelled photographs on a map. 	<ul style="list-style-type: none"> • Can use a camera and locate annotated photographs on a map. • Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. • Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. • Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence. • Can simply justify data collection methods 	<ul style="list-style-type: none"> • Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. • Can confidently justify and evaluate data collection methods. • Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. • Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence. • Can use a camera and locate annotated photographs on maps.
	<p>Vocabulary</p>	<p><i>Physical map, human maps, OS Maps, atlas, globe, symbols, motorway, A roads, B roads, Latitude, longitude, equator, prime meridian, degrees, Northern hemisphere, Southern hemisphere 4 compass points</i></p>	<p><i>OS maps, railways, railway stations, trails, lakes, pond, estuary, stream, canals, coastline, sea, channel, 8 compass points, 4 figure grid references, scale line, terrestrial, aerial, satellite, river traffic, rainfall, temperature, recording, presenting, interpreting data</i></p>	<p><i>Longitude, latitude, 8 compass points, 4/6 figure grid references, spot heights, scale line, climate maps, OS maps, contour lines, classify, deforestation, terrestrial, aerial, satellite,</i></p>	<p><i>climate maps, thematic maps, spot heights, pie charts, climate graphs, 8 compass points, 6 figure grid references, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps</i></p>

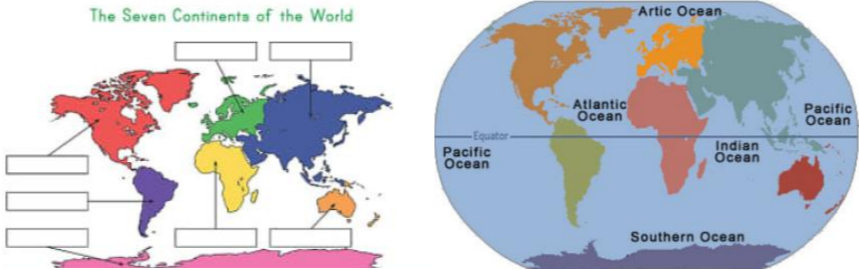

Geography: Year 1 'now knowledge' and 'sticky knowledge'

	National Curriculum	Where do we live and learn?	Would you like to live in a city or a village? (Eastrington visit)	Can we be weather watchers? - observe and record weekly over the year, plus one session/DLD each season
Locational Knowledge	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Know the names of, and locate on a map, the four countries that make up the UK and name the 4 main bodies of water that surround it Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know and name some human and physical characteristics of each of the four countries of the UK. (Human: comparative size, comparative population, population, flag, symbol, flower, national dish. Famous buildings, Physical: location, predominant landscape, main rivers, mountains) https://www.twinkl.co.uk/resource/tp-g-029-planit-geography-year-1-our-country-unit-pack-lesson-4 <p><i>Country, England, Ireland, Scotland, Wales, United Kingdom</i> <i>North Sea, Irish Sea, English Channel and Atlantic Ocean.</i> <i>London, Cardiff, Edinburgh and Belfast.</i></p>		
Place Knowledge	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, sea, ocean, forest, hill, mountain, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Know the main human features of the school and the local area around it https://www.twinkl.co.uk/resource/tp-g-026-planit-geography-year-1-our-school-unit-pack https://www.twinkl.co.uk/resource/tp-g-028-planit-geography-year-1-our-local-area-unit-pack <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> Know the main features of our city (Hull – Transport Interchange, KCOM Stadium, St Stephens, Hull New Theatre, Ferens Art Gallery, Museums, Humber Bridge, River Hull, River Humber, The Minster, The Deep, Hull Fair, Queens Gardens, Hull Truck Theatre,) and compare these to the main features of a village. (Eastrington - Fields, church, shop, school, houses, semi-detached, detached) <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> Know key words used to describe British weather (sunny, cloudy, dull, rainy, snowy, foggy, hail, drizzle, sleet) Know and recognise the main weather symbols (link to scienc  Know the names of the seasons in the UK Know which is the hottest and which is the coldest season in the UK and the characteristics of these seasons (weather, clothing, activity) – (link to science) https://www.twinkl.co.uk/resource/t-t-9655-year-1-seasons-weather-chart-powerpoint

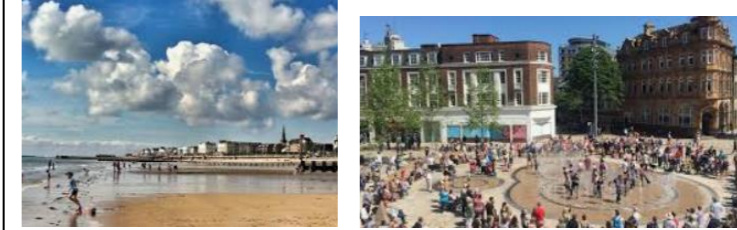
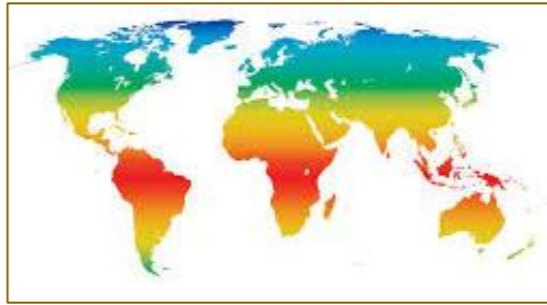
Skills and Fieldwork

		<p><i>Northern England, East Riding of Yorkshire, house, shop</i> <i>Hull – Humber Bridge, Humber Estuary, river, city, factory, office, port, river</i> <i>Eastrington – countryside, farm, village</i></p>	<p><i>Season, weather, sunny, cloudy, dull, rainy, snowy, foggy, hail, drizzle, sleet, Spring, Summer, Autumn, Winter</i></p>
<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this Key Stage. • Use simple compass directions (North, South, East and West) and locational and directional language (eg. near, far, left, 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 simple maps; construct basic symbols in a key • Undertake 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>Using world maps and atlases</p> <ul style="list-style-type: none"> • Identify the location of the United Kingdom • Identify the location of each of the four countries and main bodies of water of the UK <p>Using simple fieldwork and observational skills</p> <ul style="list-style-type: none"> • Know the main features of the school and its grounds (sports hall, field, playground – including MUGA, trim trail, pirate ship, car park, main hall, office, classrooms, toilets, trees, Foundation Stage) <p>Using plan perspectives</p> <ul style="list-style-type: none"> • Identify the main features of the school and its grounds (sports hall, field, playground – including MUGA, trim trail, pirate ship, car park, main hall, office, classrooms, toilets, trees, Foundation Stage) <p>Using simple fieldwork and observational skills</p> <ul style="list-style-type: none"> • Know the main features of the local area surrounding the school (street, road, path, lampposts, houses, flats, bungalows, terraced houses, bus shelter, shops (mini market, bakers, hairdressers, chip shop, pharmacy), the Village Hall, Salvation Army, Octagon, park, fences, road signs, street signs, trees, hospital) 	<p>Using aerial photographs</p> <ul style="list-style-type: none"> • Recognise landmarks and basic human and physical features of Hull and Eastrington (Fields, church, trees, village hall, pub, hairdressers, shop, school, houses, semi-detached, detached) 	<ul style="list-style-type: none"> • Observe and record the local weather on a weekly basis over the year. • https://www.twinkl.co.uk/resource/t2-s-930-5-day-weather-diary-for-the-united-kingdom-activity-sheet
	<p><i>Map, atlas, features, sports hall, field, playground, car park, main hall, office, classrooms, toilets, street, road, path, lampposts, houses, flats, bus shelter, shop, mini market, bakers, hairdressers, chip shop, pharmacy, the Village Hall, Salvation Army, office, park, fences, road signs, street signs, trees, hospital</i></p>	<p><i>Map, atlas, features, sports hall, field, playground, car park, main hall, office, classrooms, toilets, street, road, path, lampposts, houses, flats, bus shelter, shop, mini market, bakers, hairdressers, chip shop, pharmacy, the Village Hall, Salvation Army, office, park, fences, road signs, street signs, trees, hospital</i></p>	<p><i>Season, weather, sunny, cloudy, dull, rainy, snowy, foggy, hail, drizzle, sleet, Spring, Summer, Autumn, Winter</i></p>

Geography: Year 2 'now knowledge' and 'sticky knowledge'

	National Curriculum	Where would you prefer to live – England or Kenya?	Why do we love to be beside the seaside?
Locational Knowledge	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world <p> https://www.twinkl.co.uk/resource/au-g-47-continents-of-the-world-powerpoint https://www.twinkl.co.uk/resource/t-tp-5976-oceans-of-the-world-facts-powerpoint </p>  <p>Continent, Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania). Atlantic, Pacific, Indian, Southern and Arctic Oceans.</p>	
Place Knowledge	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Know the main differences between a small area of the UK (Hull) and that of a small place in a non-European country (Nairobi) - focus on weather and climate; houses, roads, shops; landscape and vegetation; schools and daily life of a child. https://www.bbc.co.uk/bitesize/clips/zmqtf8 Know the name of a mountain in Kenya (Mount Kenya – know what a valley is) and a forest in Yorkshire (Dalby Forest- know what vegetation is).  <ul style="list-style-type: none"> Know features of hot (Kenya) and cold (UK) places in the world. <p>https://www.twinkl.co.uk/resource/tp-g-063-new-planit-geography-year-2-sensational-safari-unit-pack</p> <p>Compare, similarities, differences, country, landscape, Kenya, Nairobi, climate, vegetation, mountain, valley, landscape, soil, forest</p>	
Human and Physical Geography	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, sea, ocean, forest, 	<ul style="list-style-type: none"> Know the location of hot and cold places in relation to the Equator, South and North Pole on a map or globe. 	<ul style="list-style-type: none"> Know the human and physical features of a coastal town (Bridlington beach, coast, hill, sea) and compare and contrast them with the human and physical features of a city (recap Hull from Y1-factory, house, office, port, shop, river) weather and climate; houses, roads, shops, leisure; landscape and vegetation; schools and daily life of a child ((see specific features listed in Human and Physical Geography) <p>https://www.twinkl.co.uk/resource/tp-g-107-beside-the-seaside-unit-pack</p>

- hill, mountain, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



*harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean
urban, countryside, coastal, climate map*

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 and West) and locational and directional language (eg. near, far, left, 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 simple maps; construct basic symbols in a key
- Undertake 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.



- Using **world maps, atlases and globes**;
- Identify the location of the equator, North Pole and South Pole
 - Identify the location of each continent and ocean
 - Identify the location of England and Kenya
 - Recognise compass directions N, E, S and W on a world map
 - Use N, E, S, W to describe the location of continents, oceans and countries on a world map

Globe, map, atlas, equator, North Pole, South Pole, compass, north, south, east, west

- Using **aerial photographs** (of Bridlington seafront)
- Recognise landmarks and basic human and physical features of an area of **Bridlington (beach, sea, breakers, promenade, road, houses, trees, boat launch ramp, caravan park, café, restaurant, hotel, car park, bus stop, place of interest, museum)**
- Using **simple street maps**; (of Bridlington seafront)
- Know the meaning of symbols on a map (**café, restaurant, hotel, car park, bus stop, place of interest, museum**)
 - Identify geographical features on a map using a key
 - Use locational language to describe the location of features (**near the . . . , far from . . .**)
 - Use directional language to describe a route to take between features (**left, right**)
 - Recognise compass directions N, E, S and W
 - Use N, E, S, W to describe the location of features seen on a map (e.g. beach is East of the town, Floral Hall is North of the caravan park)
 - Devise simple sketch maps of an area of **Bridlington**, constructing basic symbols in a key (**beach – use dots, sea – use wavy lines, road-use parallel lines/ café, restaurant, hotel, car park, bus stop, place of interest, museum**)

*Globe, map, atlas, equator, North Pole, South Pole, compass, north, south, east, west
beach, sea, breakers, promenade, road, houses, trees, boat launch ramp, caravan park, café, restaurant, hotel, car park, bus stop, place of interest, museum*

Geography: Year 3 'now knowledge' and 'sticky knowledge'

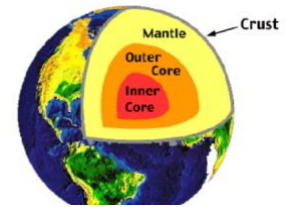
	National Curriculum	Are there any other places like Greece?	What makes the Earth angry?
Locational Knowledge	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities name and locate <ul style="list-style-type: none"> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical features (incl 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 (incl day and night) 	<ul style="list-style-type: none"> Know the names of, and be able to locate on a map, at least eight European countries and know the names of their capitals – Greece (Athens), Italy (Rome), Germany (Berlin), Russia (Moscow), UK (London), Denmark (Copenhagen) – Y6 Viking link, Belgium (Brussels) – European Parliament, Spain (Madrid) – MFL we teach, France (Paris) -closest neighbour  <p>https://www.twinkl.co.uk/resource/t2-g-272-europe-geography-countries-landmarks-and-natural-features-teaching-pack</p> <p><i>Cities and continents. European, Europe, European Union</i></p>	<ul style="list-style-type: none"> Know the names and location of three countries and their volcanoes (Italy, Mount Vesuvius - most famous; Greece, Methano Volcano; USA, Mount St Helens - linked with earthquake) Know the names and location of three countries where earthquakes occur (China, USA, Indonesia)  <p>http://www.primaryhomeworkhelp.co.uk/mountains/volcanoes.htm</p>
Place Knowledge	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> Identify the key similarities and differences in the typical human and physical geography of a region of the UK (Hull and East Yorkshire) and a region of a European country (Attica in Greece) <ul style="list-style-type: none"> key facts – population, land area, average temperatures coastline (including islands), rivers and bridges mountains and hills land use (including farming, urban areas, industrial areas, forest / woodland) <p><u>Physical</u></p> <ul style="list-style-type: none"> land area (size) climate landscape - vegetation, rivers, mountains/hills, coastline, forest/woodland <p><u>Human</u></p> <ul style="list-style-type: none"> key facts - location (country, continent) language, currency, food, population size predominant settlement type and land uses in the region (urban/rural/ industrial/tourist/cities/towns/villages/houses/shops/leisure) economic activity in the region <p>https://www.twinkl.co.uk/resource/t2-g-298-ks2-geography-comparing-places-lesson-teaching-pack</p> <p>https://www.twinkl.co.uk/resource/t2-t-16350-facts-about-greece-differentiated-reading-comprehension-activity</p> <p><i>Population, land use, urban, rural, coastal, landscape, climate, island city, river, Humber Bridge, port, flat land, woodland, peninsula, coastal, mountains</i></p>	

Human and Physical Geography

- describe and understand key aspects of physical geography, including:
 - climate zones - Y5
 - biomes and vegetation belts, - Y5
 - rivers, mountains - Y4
 - volcanoes and earthquakes – Y3
 - the water cycle – Y4
- describe and understand key aspects of human geography, including;
 - types of settlement and land use – Y4
 - economic activity including trade links – Y5
 - the distribution of natural resources including energy, food, minerals and water. – Y5

- Know the impact of earthquakes and volcanoes on the environment, settlements and land use.
- Know that the earth is made up of four different layers - crust, mantle, outer core, inner core
- Know how a volcano is formed
- Know the names of the different parts of a volcano.
- Know where most volcanoes are found in Ring of Fire
- Know where volcanoes can be found in the UK
- Know the three states of a volcano - active, dormant, extinct
- Know what causes an earthquake.
- Know earthquakes occur on the tectonic plates boundaries
- Know that a tsunami is caused by an underground earthquake

<https://www.twinkl.co.uk/resource/tp2-g-009-planit-geography-year-3-extreme-earth-unit-pack>
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc>
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39>
<https://www.bbc.co.uk/bitesize/clips/zwwxn39>



Tectonic plates, Ring of fire, magma, mantle, outer core, inner core, volcano, active, dormant, extinct, earthquake, epicentre, magnitude.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)

Map Skills:



- Know how to use a range of maps, atlases and globes to locate a variety of European countries and capital cities studied (see content above) and the Equator
- Can ask geographical questions about places and environments and express opinions.
- Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world.
- Can use letter and number co-ordinates to locate features on a map.
- Can draw a simple map of a familiar short route using OS symbols

Fieldwork:

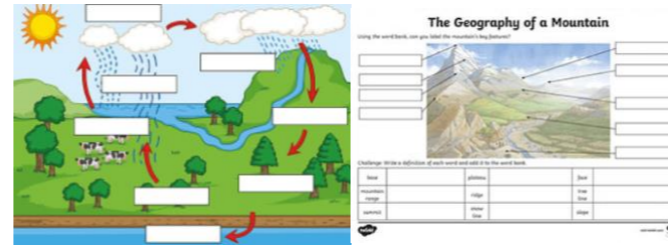
- Know how to record, present and interpret data (bar charts of frequency of volcanoes erupting in last century)
- Can measure accurately using a tally and standard units.
- Can identify benefits and limitations of data collection methods.
- Can reach a thoroughly described conclusion to the fieldwork question or prediction.
- Can confidently ask questions to a range of people.
- Can use a camera, video or audio to gather appropriate data.

*Physical map, human maps, OS Maps, atlas, globe, symbols, motorway, A roads, B roads
 Latitude, longitude, equator, prime meridian, degrees, Northern hemisphere, Southern hemisphere
 4 compass points*

Geography: Year 4 'now knowledge' and 'sticky knowledge'

	National Curriculum	Where on Earth does water come from?	Are we all settled?
Locational Knowledge	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities name and locate: <ul style="list-style-type: none"> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical features (incl 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 (incl day and night) 	<ul style="list-style-type: none"> Know where the main mountain ranges are in the UK – Cairngorms (Scotland), Pennines (England), Mourne Mountains (N. Ireland), Snowdonia (Wales) Know how one of the mountain ranges was formed - Pennines Know how one of the rivers has changed over time- Severn Know the names and locations of at least three of the most significant mountains in the world (Everest -highest, Mount Kilimanjaro - Y3 volcano link, Mount Olympus - Y3 ancient Greeks link, plus others of your choice such as Table Mountain - unusual shape, Aconcagua - South America) https://www.bbc.co.uk/bitesize/clips/z27tfg8 Know the names and locations of three of the most significant rivers in the world (Nile - longest & Y5 Ancient Egyptians link, Amazon - 2nd longest & Y5 Rainforest link, Volga - Europe's longest plus others of your choice) Know, name & locate the main rivers in the UK – (Severn, Thames, Trent, Ouse, Humber Estuary, River Hull.) Know how The River Hull has changed over time <p>http://www.primaryhomeworkhelp.co.uk/rivers.html http://www.primaryhomeworkhelp.co.uk/mountains.htm</p>	<ul style="list-style-type: none"> Know the names of, and locate on a map, at least eight counties and at least six cities in the UK East Riding of Yorkshire / Hull (ours), Greater London / London (capital city), North Yorkshire / York (largest county), Kent / Canterbury (oldest county), Midlothian / Edinburgh (capital city of Scotland), Glamorgan / Cardiff (capital city of Wales), County Antrim and County Down / Belfast (capital of Northern Ireland), Lancashire / Manchester (residential visit to Robinwood) Know how some of these counties have changed over time <div style="display: flex; justify-content: space-around;">   </div>
Place Knowledge	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 		<ul style="list-style-type: none"> County, city,
Human and Physical Geography	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> climate zones - Y5 biomes and vegetation belts, - Y5 rivers, mountains - Y4 volcanoes and earthquakes – Y3 the water cycle – Y4 describe and understand key aspects of human geography, including; <ul style="list-style-type: none"> types of settlement and land use – Y4 economic activity including trade links – Y5 	<ul style="list-style-type: none"> Know and label the main features of a river: upper course, middle course, lower course Know that rivers have a source Know that rivers flow into a sea Know why most cities are located by a river. Know some ways that rivers are used (energy, transportation, leisure, fishing) Explain the features of a water cycle. Know and label the main features of a mountain. Know how different mountains are formed Know the typical climate of a mountain (know how mountain land is typically used and why- tourism, grazing) 	<ul style="list-style-type: none"> Know what a settlement is Know what features and resources are important to any successful settlement site (natural resources including energy, food and water; potential for trade links; potential for different uses of the land; climate; biomes and vegetation; rivers and hills/mountains) Identify features and resources that make Hull a successful settlement site Know that settlements have been built at different times in history Know that the name of a settlement can give clues as to who built it Identify who built specific settlements from clues in their names Identify similarities and differences between land use in different settlements <p>https://www.twinkl.co.uk/resource/tp2-g-164-planit-geography-year-4-somewhere-to-settle-unit-pack-1 https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv</p>

- the distribution of natural resources including energy, food, minerals and water. – Y5



<https://www.twinkl.co.uk/resource/tp2-g-032-planit-geography-year-5-magnificent-mountains-unit-pack>
<https://www.twinkl.co.uk/resource/tp2-g-060-planit-geography-year-6-raging-rivers-unit-pack>
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3>
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>
<https://www.bbc.co.uk/bitesize/clips/zb39jxs>
<https://www.bbc.co.uk/bitesize/clips/z8qtfq8>
<https://www.twinkl.co.uk/resource/diagram-of-a-mountain-ks2-labelling-activity-t-tp-2548573>

Source, tributary, meander, delta, estuary, mouth, evaporation, water cycle, condensation, precipitation
 Summit, slope, outcrop, valley, plateau, face, foot, ridge, tree line, snow line



Hamlet, village, town, city, site, situation, trade, facilities, functions

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)

Fieldwork:

- Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion.
- Can describe the benefits and limitations of data collection methods.
- Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.
- Can measure using simple instruments, digital technologies and can measure more than one aspect at once.
- Can devise and ask questions using geographical vocabulary to recognise that others may think differently.
- Can locate labelled photographs on a map.

Map Skills:




- Can confidently use globes, atlases and images to locate counties and cities.
- Can identify the eight-point compass directions; North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
- Can draw an accurate map of a short route using OS Symbol.
- Can use four figure grid references to locate features on a map.
- Can ask questions and answer questions about places and environments to aid investigations and express their different opinions relation to issues.



OS maps, railways, railway stations, trails, lakes, pond, estuary, stream, canals, coastline, sea, channel, 8 compass points, 4 figure grid references, scale line, terrestrial, aerial, satellite, river traffic, rainfall, temperature, recording, presenting, interpreting data

Geographical skills and fieldwork

Geography: Year 5 'now knowledge' and 'sticky knowledge'

	National Curriculum	Would you rather live in a rainforest?	Is Britain a terrific trader?
Locational Knowledge	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities name and locate <ul style="list-style-type: none"> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical features (incl 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 (incl day and night) 	<ul style="list-style-type: none"> Know where the Equator, Tropic of Cancer and Tropic of Capricorn are on a world map. Know what is meant by the terms 'longitude, 'latitude' and 'tropics' Identify lines of longitude and latitude on a map of the world - see Geographic skills and fieldwork below Identify the tropics of Cancer and Capricorn on a map of the world- see Geographic skills and fieldwork below Know the names of, and locate, four countries from the southern hemisphere (Peru, Australia, Indonesia, Madagascar) – tropical rainforests in different continents Know the names of, and locate, four countries from the northern hemisphere (UK, Greece, Italy, Egypt) – link with previous learning KS1, Y3, Y4, Y5 Know the names of, and locate, four North American countries and know the names of their capital cities (USA, Canada, Greenland, Mexico) – largest Know the names of, and locate, four South American countries (Brazil, Peru, Colombia, Venezuela) – all have Amazon Rainforest running through Know where in world rainforests are located - near the equator, between the tropics of Cancer and Capricorn Know the names and location of the countries in which the Amazon Rainforest is found <div style="display: flex; justify-content: space-around;">    </div> <p> https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr https://www.twinkl.co.uk/resource/t2-g-311-lines-of-latitude-and-longitude-teaching-pack </p> <p><i>Northern Hemisphere, Southern Hemisphere, Tropics, latitude, longitude, Equator, climate, temperate, tropical, tundra and arctic.</i></p>	
Place Knowledge	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> Explain the key similarities and differences in the human and physical geography of a <u>region</u> of the UK (North Yorkshire, Dalby Forest - first studied in Y2) and in a <u>region</u> in South America (Amazon Rainforest) <p><u>Physical</u></p> <ul style="list-style-type: none"> land area (size) climate landscape - vegetation, rivers, mountains/hills, coastline, forest/woodland <p><u>Human</u></p> <ul style="list-style-type: none"> key facts - location (country, continent) language, currency, food, population size predominant settlement type and land uses in the region (urban/rural/ 	

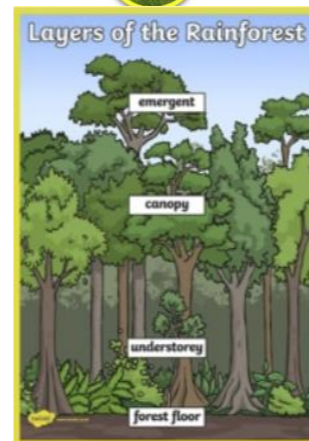
- describe and understand key aspects of physical geography, including:
 - climate zones - Y5
 - biomes and vegetation belts, - Y5
 - rivers, mountains - Y4
 - volcanoes and earthquakes – Y3
 - the water cycle – Y4
- describe and understand key aspects of human geography, including;
 - types of settlement and land use – Y4
 - economic activity including trade links – Y5
 - the distribution of natural resources including energy, food, minerals and water. – Y5

industrial/tourist/cities/towns/villages/houses/shops/leisure)
 ○ economic activity in the region
 ○ Reach informed conclusions about jobs/settlement/location/climate/human features.

<https://www.bbc.co.uk/bitesize/clips/zfp34wx>

Woodland, rainforest, physical features, human features, population, land use, retail, leisure, housing, business, industrial, agricultural, urban, rural, landscape, climate, land locked,

- Know what is meant by biomes and vegetation belts.
- Know the names of the world's major biomes and identify them on a biome map (rainforest, desert, savanna, grassland, tundra)
- Know what is meant by a climate zone and how this affects biomes
<https://www.bbc.co.uk/bitesize/clips/zr7hyrd>
- Know the four main types of forest in the world (rainforest, temperate, boreal, coniferous)
- Know what the features of a specific biome (tropical rainforest) are.
- Label layers of a rainforest and know what deforestation is.
- Know the key aspects of a rainforest climate
- Know the effects humans are having on the rainforests
- Know what is meant by the term deforestation, why it is happening, what effect it is having and how we can help limit the effect of deforestation



<https://www.twinkl.co.uk/resource/tp2-g-106-planit-geography-year-3-rainforests-unit-pack>

<https://www.twinkl.co.uk/resource/au-t2-g-810-environments-world-biomes-resource-pack>

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

- Know what trading is
- Know the difference between imports and exports
- Know some goods and countries the UK imports goods to / exports goods from and why
- Know where in the world our food comes from (include 'food miles')
- Know what is meant by the term 'fair trade' and the process involved for products such as chocolate and coffee
- Know why fair trade is important
- Know what a 'global supply chain' is
- Know a product that is an example of a global supply chain
- Know what 'globalisation' is
- Know the effects of globalisation on local trade



<https://www.twinkl.co.uk/resource/tp2-g-162-planit-geography-year-6-trade-and-economics-unit-pack>

<https://www.twinkl.co.uk/resource/tp2-g-087-planit-geography-year-5-enough-for-everyone-unit-pack> lesson 4

<https://www.twinkl.co.uk/resource/t-t-18574-fairtrade-activity-pack>

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr>

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/z7jdnd>

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)

Rainforest, deforestation, palm oil trade, biomes, vegetation, tundra, temperate, tropical, grassland, forest floor

Trade, import, export, fair trade, debt, famine, poverty, affluent, industry, economy,

Map Skills:

- Can use atlases to locate countries in four countries in North hemisphere, four countries in southern hemisphere, four North American countries and Four south american countries.
- Can confidently use the eight-point compass directions; North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
- Can accurately use four figure grid references on an OS map and attempt six-figure grid references.
- Can draw a sketch map using OS symbols and a key.
- Can ask questions to carry out an investigation and express the opinions from a range of points of view.





Fieldwork:

- Can use a camera and locate annotated photographs on a map.
- Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.
- Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion.
- Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.
- Can simply justify data collection methods.

Longitude, latitude, 8 compass points, 4/6 figure grid references, spot heights, scale line, climate maps, OS maps, contour lines, classify, deforestation, terrestrial, aerial, satellite,

Geography: Year 6 'now knowledge' and 'sticky knowledge'

	National Curriculum	Can we travel the world in 24 hours?	Have we exhausted our energy?
Locational Knowledge	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities name and locate <ul style="list-style-type: none"> ○ counties and cities of the United Kingdom, ○ geographical regions and their identifying human and physical characteristics ○ key topographical features (incl 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 (incl day and night) 	<ul style="list-style-type: none"> ○ Know the names of and locate at least eight major capital cities across the world – ○ Athens, Rome, Berlin, London, Moscow, Madrid, Copenhagen, Brussels, Paris (Europe & learned in Y3 Geography) ○ Beijing (China – Asia) ○ Washington DC (USA - North America) Y5 Geography ○ Mexico City (Mexico - South America) Y6 Hist ○ Canberra (Australia – Oceania) ○ Cairo (Egypt – Africa) – Y5 History ○ Know where the North and South Poles & the Arctic and Antarctic Circles are and identify them on a globe and a map of the world. ○ Know where the Prime Meridian is and locate it on a map of the world. ○ Know why one Prime Meridian was needed and why its location was chosen ○ Know why we need to have time zones ○ Know why day and night occur ○ Know daylight hours in the polar regions are different to those of the UK- ○ Know what the climate of the Polar regions are like and compare to UK ○ Know some of the key features of the Polar regions are and compare to the UK <p> https://www.twinkl.co.uk/resource/tp2-g-022-planit-geography-year-4-all-around-the-world-unit-pack https://www.twinkl.co.uk/resource/t2-g-3743-lks2-climate-change-in-the-polar-regions-powerpoint https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4 </p> <div style="display: flex; justify-content: space-around;">   </div>	
Place Knowledge	<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 		

Greenwich Meridian, Arctic and Antarctic circle

Human and Physical Geography

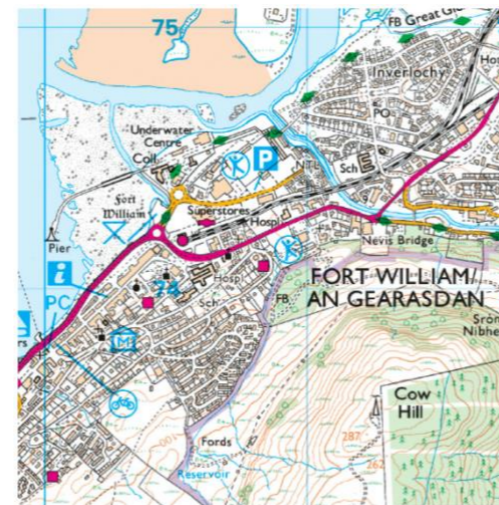
- describe and understand key aspects of physical geography, including:
 - climate zones - Y5
 - biomes and vegetation belts, - Y5
 - rivers, mountains - Y4
 - volcanoes and earthquakes – Y3
 - the water cycle – Y4
- describe and understand key aspects of human geography, including;
 - types of settlement and land use – Y4
 - economic activity including trade links – Y5
 - the distribution of natural resources including energy, food, minerals and water. – Y6

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references 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 and record the human and physical features in the local area (including sketch maps, plans and graphs)

Map Skills:

- Can confidently use a range of map, atlases, images, globes and digital mapping to locate North/south poles, Artic/Antartic circles and Prime meridian.
- Can confidently and accurately use the eight-point compass directions; North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
- Can accurately use six-figure grid references on an OS map.
- Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
- Can ask a range of geographical questions to carry out an investigation and can explain the opinions from a range of points of view.



Example of 1:25 000 scale mapping shows most paths and individual buildings with enough details for walking and MTB

climate maps, thematic maps, spot heights, pie charts, climate graphs, 8 compass points, 6 figure grid references, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps

- Know how electricity is generated and distributed (including where in UK)
 - Know the impact of production of non-renewable forms of energy has on the planet (production of CO2)
 - Know forms of renewable energy (links to Siemens)
 - Know the importance of conserving water and energy supplies and how this can be achieved
 - Know that access to natural resources varies in different countries
- <https://www.twinkl.co.uk/resource/tp2-g-087-planit-geography-year-5-enough-for-everyone-unit-pack>
<https://www.bbc.co.uk/bitesize/topics/zshp34i/articles/z62qv9q>
<https://www.bbc.co.uk/bitesize/topics/zshp34i/articles/zntxgwx>

Resources, supply, generate, renewable, non-renewable, solar power, wind power, biomass, environmental, carbon footprint

Fieldwork:

- Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.
- Can confidently justify and evaluate data collection methods.
- Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion.
- Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.
- Can use a camera and locate annotated photographs on maps.