

## **Our Geography Curriculum – A journey across land and sea**

At St John's we follow a 'knowledge-engaged' curriculum; that means that we teach knowledge and skills together. Our Geography curriculum covers the full entitlement of the National Curriculum and is enriched with field trips and activities enabling children to experience the joy of practical geography. We aim for a 50 : 50 split of skills : knowledge in Geography and assess children accordingly with tasks that check the knowledge they have learnt, skills they are able to apply and geographical processes they understand and can explain. Our Geography curriculum is relevant to our children; it is rooted in our curriculum cornerstones. Our City Living cornerstone is addressed through our thorough study of local areas (town and city) alongside our 'pledges' to take all children to the woodland, coast and countryside in their time at St John's. We teach Geography thematically in text-led units that enable children to apply language across subjects and make meaningful links to build cultural capital, addressing our Communication, Language & Literacy cornerstone.

We are in the process of mapping out our Geography curriculum, using the KLIPS documents to ensure progression of skills across key stages. Geography will not always be studied each half term. Once this document is complete, it will clearly show which national curriculum objectives are covered in each thematic topic and how the learning links with other subjects. We will share the completed intention/mapping document again here.

### **National Curriculum Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

## **Subject content Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**


- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country


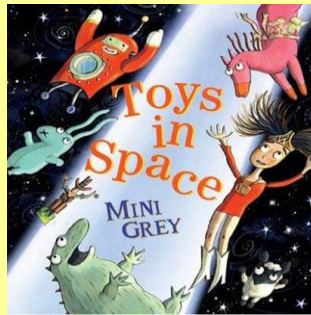
### **Human and physical geography**

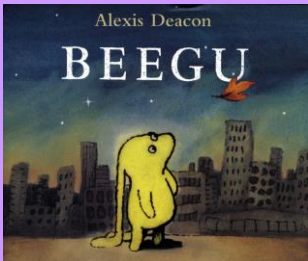
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop


### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

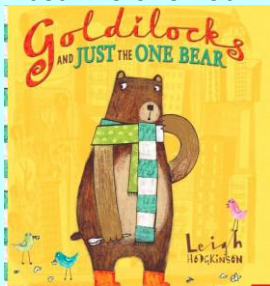
AUTUMN 1	NC: Locational Knowledge	NC: Place Knowledge	NC: Human & Physical Geography	NC: Geographical Skills & Fieldwork
<div>Lost &amp; Found</div> <div></div>	<p>Name and locate: - 7 continents</p>	<p>Study human and physical geography of small area of UK.</p> <p>Study human and physical geography of a small area of a contrasting non-European country.</p> <p>Understand similarities and differences between places.</p>	<p>Identify seasonal and daily weather patterns in UK.</p> <p>Locate hot and cold areas in world in relation to Equator and Poles.</p> <p>Physical features: - Beach, cliff, coast, sea, ocean. - Forest, hill, mountain, soil, river, valley, vegetation. - Season, weather.</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Use maps, atlases and globes.</p> <p>Use simple compass directions and locational and directional language.</p> <p>Use photos and aerial perspectives to recognise landmarks, human features and physical features.</p> <p>Devise a simple map with basic symbols and a key.</p> <p>Use fieldwork and observational skills to study the school and its grounds.</p> <p>Use fieldwork and observational skills to study human and physical features of the environment surrounding school.</p>
<p>The children will learn that the Earth is split into land and sea and use a range of different types of maps/globes to identify the two. They will learn the names of the seven continents and their locations, with a particular focus on Antarctica.</p> <p>They will learn to locate the polar regions on a map and compare the similarities and differences between the Arctic and Antarctica. Children will compare their lives to a child who lives in the Arctic.</p> <p>The children will explore the first signs of Autumn, by exploring the school grounds. We will take videos of what the school environment looks like in Autumn and replay these as we explore the seasons throughout the year to compare.</p>				
<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Name and locate the world's seven continents.</li><li>Locate hot and cold areas in world in relation to Equator and Poles.</li></ul>			<b>SKILLS</b> <ul style="list-style-type: none"><li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li><li>Locate land and sea on maps.</li></ul>	

	<ul style="list-style-type: none"><li>Know that maps give information about places in the world (where/what?).</li></ul>		<ul style="list-style-type: none"><li>Recognise differences between their own and others' lives.</li><li>Use simple compass directions</li></ul>	
	<b>VOCABULARY</b> snow journey cold hot globe travel land sea polar map ocean			
<b>AUTUMN 2</b>	<b>NC: Locational Knowledge</b>	<b>NC: Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC: Geographical Skills &amp; Fieldwork</b>
<b>The Great Fire of London</b> 	Name, locate and identify features of: - 4 countries and capital cities of UK	Study human and physical geography of small area of UK.  Understand similarities and differences between places.	N/A	Use maps, atlases and globes.  Use photos and aerial perspectives to recognise landmarks, human features and physical features.
	The children will learn about the four countries in the UK, with a particular focus on England and the capital city of London. They will learn the names of key landmarks in London, thinking about their features and size. These buildings will be identified on aerial maps.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know the four countries and capital cities of the UK.</li><li>Know landmarks within London.</li><li>Know the size and shape of different landmarks.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Use vocabulary such as bigger/taller, near/far.</li><li>Investigate through observation and description.</li><li>Recognise landmarks and basic human features on aerial photos.</li><li>Use simple electronic globes/maps.</li></ul>	
	<b>VOCABULARY</b> building narrow wide seasons – Autumn London Bungalow capital city landmark			
<b>SPRING 1</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human &amp; Physical Geography</b>	<b>Geographical Skills &amp; Fieldwork</b>
<b>Toys in Space</b> 	N/A	N/A	Identify seasonal and daily weather patterns in UK  Physical features: - beach, cliff, coast, sea, ocean - forest, hill, mountain, soil, river, valley, vegetation - season, weather  Human features: city, town, village, factory, farm, house, office, port, harbour, shop	Use simple compass directions and locational and directional language.  Use photos and aerial perspectives to recognise landmarks, human features and physical features.


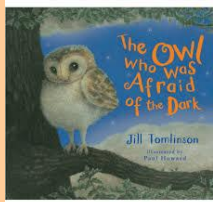
	Let's imagine we are going on a space adventure! As our spaceship rises above the school grounds what would we be able to see? Look at maps of the local environment and use large scale maps and aerial photos of the local environment. The children will learn the difference between human and physical features. Identify the physical and human features in the local environment.			
	We will explore Winter and imagine some major landmarks in the area are covered in snow. We will record videos of the school in winter and compare to the videos we took in Autumn.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know what the physical features are for example, know what a mountain is,</li><li>• Know what the human features are for example, know what a city is.</li><li>• Know that maps give information about places in the world (where/what?).</li><li>• Know which direction is South on an OS map.</li><li>• Know the differences between winter and autumn.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li><li>• Recognise landmarks and basic human features on aerial photos.</li><li>• Use large scale maps and aerial photos of the school and local area.</li><li>• Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li><li>• Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</li></ul>	
	<b>VOCABULARY</b> transport Seasons- Winter near far junction aerial view above			
SPRING 2	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human &amp; Physical Geography</b>	<b>Geographical Skills &amp; Fieldwork</b>
<b>Meerkat Mail</b> 	Name and locate: - 7 continents	Understand similarities and differences between places.	Identify seasonal and daily weather patterns in UK.  Locate hot and cold areas in world in relation to Equator and Poles.	Use maps, atlases and globes.  Use simple compass directions and locational and directional language.  Use fieldwork and observational skills to study the school and its grounds.
	We will follow our Meerkat friend Sunny on his travels to visit his relatives. We will recap learning about the seven continents from Autumn 1, with a particular focus on Africa. We will compare Africa to Antarctica. We will also discuss the weather as Sunny experiences the different weather conditions in the different locations.  We will look at the map that Sunny uses to plan his journey to his relative's homes. Sunny will invite us to follow him on a journey to visit some of his animal friends! We will follow a map of the school and visit Sunny's friends on the way.			

	creating labels and symbols for a range of places both in and outside the classroom.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know when to use the different locational and directional language.</li><li>Know the seven continents.</li><li>Know the differences between Africa and Antarctica.</li><li>Know different weather conditions.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Recognise simple features on maps e.g. buildings, roads and fields.</li><li>Follow a route on a map starting with a picture map of the school.</li><li>Recognise that maps need titles.</li><li>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li><li>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li></ul>	
	<b>VOCABULARY</b> Seasons - Spring fog rain wet dry label symbol marsh			
<b>SUMMER 1</b>	<b>NC: Locational Knowledge</b>	<b>NC: Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC: Geographical Skills &amp; Fieldwork</b>
<b>The Tiny Seed</b> 	Name and locate: <ul style="list-style-type: none"><li>- 7 continents</li><li>- 5 oceans</li></ul>	Understand similarities and differences between places.	Physical features: <ul style="list-style-type: none"><li>- beach, cliff, coast, sea, ocean</li><li>- forest, hill, mountain, soil, river, valley, vegetation</li><li>- season, weather</li></ul> Human features: <ul style="list-style-type: none"><li>city, town, village, factory, farm, house, office, port, harbour, shop.</li></ul>	Use photos and aerial perspectives to recognise landmarks, human features and physical features.  Use fieldwork and observational skills to study human and physical features of the environment surrounding school.
	The children will follow the journey of a tiny seed as it travels across a range of terrains. The children will discuss what they can see as they follow the seed and think about the human and physical features the seed might pass and think about the differences between these human and physical features in different areas. Children will use geographical vocabulary to describe what geographical features the seed might travel over if it travelled through Manchester.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know different physical and human features that the seed visited in Manchester.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li><li>Notice and describe patterns.</li><li>Use a postcode to find a place on a digital map.</li></ul>	
<b>VOCABULARY</b> village town farm travel wind long short				
<b>SUMMER 2</b>	<b>NC: Locational Knowledge</b>	<b>NC: Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC: Geographical Skills &amp; Fieldwork</b>

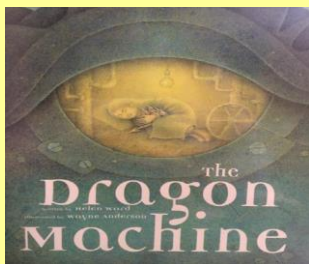


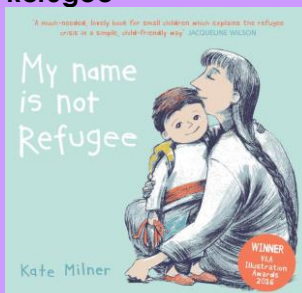
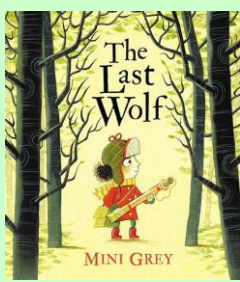
<div>Just the one Bear</div> <div></div>	N/A	Understand similarities and differences between places.	Identify seasonal and daily weather patterns in UK.	Use maps, atlases and globes.
				Use simple compass directions and locational and directional language.
				Devise a simple map with basic symbols and a key.
				Use fieldwork and observational skills to study human and physical features of the environment surrounding school.
	The children will explore maps further. They will draw a map to help bear find his way home from the city. Children will explore the differences between the woods and the city. The children will explore the signs of Summer in the UK. We will watch videos of the school environment over the course of year and compare similarities and differences. The children will receive letters from fairy tale characters who are wondering how they can keep safe in the sun. Children can write back with advice on how the characters can keep safe in the sun.			
<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Identify seasonal and daily weather patterns in UK.</li><li>• Know that symbols mean something on maps.</li><li>• Know the differences between the woods and the city.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li><li>• Draw a simple map e.g. of a garden, route map, place in a story.</li><li>• Use and construct basic symbols in a map key.</li><li>• Use programmable toys or sprites to move around a course/screen following simple directional instructions</li></ul>		
<b>VOCABULARY</b> Seasons - Summer    left    right				

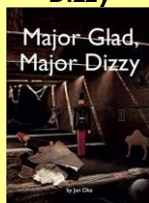
## YEAR 2: Geography

EAL 2: Geography		AUTUMN 1			
	NC: Locational Knowledge	NC: Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork	
<b>Troll Swap</b> 	N/A	N/A	Identify seasonal and daily weather patterns in UK.  Physical features: - beach, cliff, coast, sea, ocean - forest, hill, mountain, soil, river, valley, vegetation - season, weather  Human features: city, town, village, factory, farm, house, office, port, harbour, shop	Use maps, atlases and globes.	
	Children will compare the habitats of the troll compared to that of the girl, thinking about what it would be like to live in these places. The children will recap the physical/human features and begin to notice patterns as to which locations which specific human and physical features appear.				
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know different habitats</li><li>Know the different human and physical features.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li><li>Notice and describe patterns.</li></ul>		
	<b>VOCABULARY</b> semi-detached terraced ocean coast mountain valley river hill				
AUTUMN 2		NC: Locational Knowledge	NC: Place Knowledge	NC:Human & Physical Geography	NC:Geographical Skills & Fieldwork
<b>The Owl Who Was Afraid</b> 	Name, locate and identify features of: -4 countries and capital cities of UK -Seas surrounding UK	Understand similarities and differences between places.	N/A	Use simple compass directions and locational and directional language.  Use fieldwork and observational skills to study the school and its grounds.  Use fieldwork and observational skills to study human and physical features of the environment	



				surrounding school.
	The children will think about maps and look at maps of the UK. The children will think about their journey to school. The children will recap directional language and produce their own maps to get to a location within the school			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know how to use the directional language.</li><li>Know how to draw a map.</li><li>Know the countries in the UK.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li><li>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li><li>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li></ul>	
	<b>VOCABULARY</b> England N .Ireland Scotland Wales Eire			
SPRING 1	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<div>Dragon Machine</div> 	N/A	N/A	Physical features: - beach, cliff, coast, sea, ocean - forest, hill, mountain, soil, river, valley, vegetation - season, weather  Human features: city, town, village, factory, farm, house, office, port, harbour, shop	Use simple compass directions and locational and directional language.  Use photos and aerial perspectives to recognise landmarks, human features and physical features.
	Children to look at the different places that George searched for the dragon and then where they travelled. A map in the book shows us where dragons can be found. Children are to use this to locate their dragons.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know how to use north, east, south and west to direct George.</li><li>Know what different features are e.g. the fields, the town, the wilderness.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li><li>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal)</li></ul>	
	<b>VOCABULARY</b> aerial view landscape route North East South West			
SPRING 2	NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Georaphy	NC: Geographical Skills & Fieldwork

<div>My Name is not Refugee</div> <div><small>A non-recent, lively look for small children who explore the refugee crisis in a simple, child-friendly way. JACQUELINE WILSON</small></div> <div></div>	<div>Name and locate:<div>- 7 continents</div><div>- 5 oceans</div></div> <div>Understand similarities and differences between places.</div>	N/A	Use maps, atlases and globes.	
	Children to learn build upon their knowledge about the seven continents by naming and locating oceans on a map.			
	<div>KNOWLEDGE</div> <div><ul style="list-style-type: none"><li>Know the different oceans of the world.</li></ul></div>	<div>SKILLS</div> <div><ul style="list-style-type: none"><li>Use simple electronic globes/maps.</li><li>Do simple searches within specific geographic software.</li><li>Use a range of maps and globes (including picture maps) at different scales.</li></ul></div>		
	<div>VOCABULARY</div> <div>Equator North Pole South Pole Local distant</div>			
SUMMER 1	NC: Locational Knowledge	NC:Place Knowledge	NC:Human & Physical Geography	NC: Geographical Skills & Fieldwork
<div>The Last Wolf</div> <div></div>	<div>Name and locate:<div>- 5 oceans</div></div>	Understand similarities and differences between places.	<div>Physical features:<div>- beach, cliff, coast, sea, ocean</div><div>- forest, hill, mountain, soil, river, valley, vegetation</div><div>- season, weather</div></div> <div>Human features:<div>city, town, village, factory, farm, house, office, port, harbour, shop</div></div>	<div>Use maps, atlases and globes.</div> <div>Devise a simple map with basic symbols and a key.</div>
	<div>KNOWLEDGE</div> <div><ul style="list-style-type: none"><li>Know the names of the 5 main oceans (Atlantic, Pacific, Indian, Arctic, Southern)</li><li>Understand what a beach, cliff, coast, sea, ocean, forest, hill, mountain, soil, river and valley is</li><li>Know the difference between human and physical features</li></ul></div>	<div>SKILLS</div> <div><ul style="list-style-type: none"><li>Use maps, atlases and globes to find places in the world</li><li>Create a map and use appropriate symbols for a key</li></ul></div>		
	<div>VOCABULARY</div> <div>environment forest soil river vegetation</div>			
SUMMER 2	NC: Locational Knowledge	NC: Place Knowledge	NC:Human & Physical Geography	NC:Geographical Skills & Fieldwork

<div>Major Glad, Major Dizzy</div> 	Name, locate and identify features of: - 4 countries and capital cities of UK - Seas surrounding UK	Study human and physical geography of small area of UK.	N/A	N/A
	Children to recap the four countries and capital cities in the UK. They will also learn to name the seas that surround the UK. Children will look at a range of maps in detail and recap what a key is. They will be exposed to some OS symbols and practice finding some of these symbols on a map with support.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know the seas that surround the UK.</li><li>Know what a key is.</li><li>Know OS Symbols.</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Find a given OS symbol on a map with support</li><li>Begin to realise why maps need a key.</li><li>Look down on objects and make a plan e.g. of the classroom or playground.</li></ul>		
	<b>VOCABULARY</b> London Edinburgh Cardiff Belfast Irish Sea North Sea English Channel Dublin city			

## Subject content Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

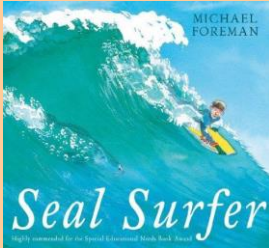
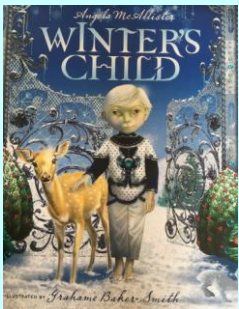
### Human and physical geography

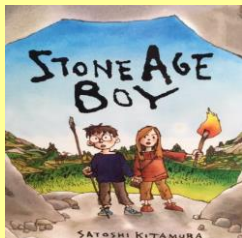
- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the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

### Geographical skills and fieldwork

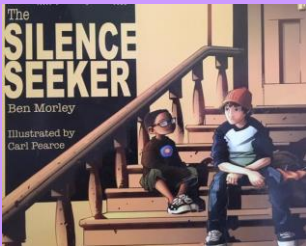
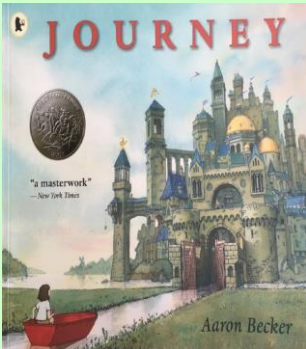
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider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


## YEAR 3: Geography

EALK 6: Geography		AUTUMN 1			
		NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC: Geographical Skills & Fieldwork
<b>Seal Surfer</b> 		Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.	Study the human and physical geography of a region of the United Kingdom.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	N/A
<b>OVERVIEW</b> The children will learn about the coastal areas of the UK and their physical and human features. They will understand the journey of a river to the sea. They will begin to look at a range of different maps and diagrams and make comparisons between different areas.					
		<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know the names of the main UK cities and main counties local to the NW area.</li><li>• Know the human and physical features of a NW coastal area (eg Southport, Formby).</li><li>• Know the similarities and differences between coastal and urban regions in the NW of England.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li><li>• Use maps at more than one scale.</li><li>• Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</li><li>• Make comparisons with their own lives and their own situation.</li><li>• Show increasing empathy and describe similarities as well as differences.</li></ul>	
		<b>VOCABULARY</b> coastal inland ocean cliff landscape port harbour			
AUTUMN 2		NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC: Geographical Skills & Fieldwork
<b>Winter's Child</b> 		N/A	N/A	N/A	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>OVERVIEW</b> The children will be introduced to a range of maps to locate different places. They will learn how to use atlases and link maps in different orientations. They will use Google earth to help them put the world of maps into perspective, with a focus on the colder regions of our world.					

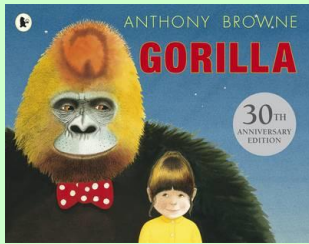
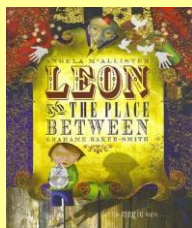
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know and use a range of resources that can be used to locate places.</li><li>Know how to use an atlas correctly, for a variety of purposes.</li><li>Know how to use digital technology to locate and create routes.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li><li>Link features on maps to photos and aerial views.</li><li>Use the index and contents page of atlases</li><li>Use the zoom facility on digital maps to locate places at different scales.</li><li>Add a range of text and annotations to digital maps to explain features and places.</li><li>View a range of satellite images</li><li>Draw and follow routes on digital maps.</li></ul>	
	<b>VOCABULARY</b> Arctic Antarctic polar scale (maps) contours features terrain grid reference			
<b>SPRING 1</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC: Geographical Skills &amp; Fieldwork</b>
<b>Stone Age Boy</b> 	N/A	N/A	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	N/A
	<b>OVERVIEW</b> This will be a focus on physical geography, learning about volcanoes in particular. The children will find out about how and why volcanoes erupt. They will begin to look at using co-ordinates to locate features on maps.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know how and why volcanoes erupt.</li><li>Describe and understand the after effects of a volcanic eruption</li><li>Know the changes in rock types</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Recognise that contours show height and slope.</li><li>Use 4 figure coordinates to locate features on maps</li><li>Identify and describe geographical features, processes (changes), and patterns.</li></ul>	
	<b>VOCABULARY</b> climate zone biome vegetation belt river mountain volcano earthquake			
<b>SPRING 2</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC: Geographical Skills &amp; Fieldwork</b>

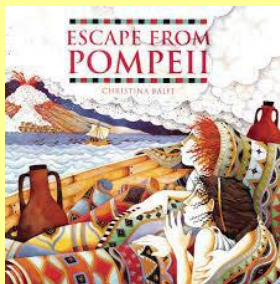


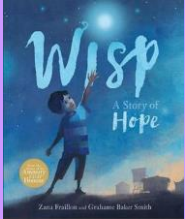
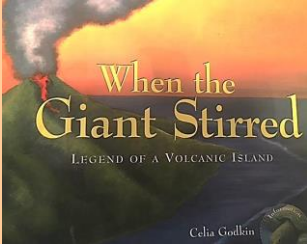
<p><b>The Silence Seeker</b></p> 	Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe	Study the human and physical geography of a region in a European country.	N/A	N/A
<p><b>OVERVIEW</b></p> <p>The children will look at maps of Europe and locate the major cities. They will use digital technology and create their own simple route maps, looking at the routes refugees might take from Europe to the UK.</p>				
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Know the names and locations of the major cities of Europe.</li><li>• Understand how and why refugees travel from Europe to the UK.</li><li>• Know how to make and use simple maps of routes (eg through Europe)</li></ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>• Add photos to digital maps.</li><li>• Make and use simple route maps.</li><li>• Create maps of small areas with features in the correct place.</li><li>• Use plan views.</li><li>• Recognise some standard OS symbols.</li><li>• Label maps with titles to show their purpose</li><li>• Recognise that larger scale maps cover less area.</li><li>• Relate measurement on large scale maps to measurements outside.</li><li>• Make use of geography in the news – online reports &amp; websites.</li></ul>		
	<p><b>VOCABULARY</b></p> <p>human physical natural resources man-made resources North East South West North West South East</p>			
<p><b>SUMMER 1</b></p>	<p><b>NC: Locational Knowledge</b></p>	<p><b>NC:Place Knowledge</b></p>	<p><b>NC: Human &amp; Physical Geography</b></p>	<p><b>NC:Geographical Skills &amp; Fieldwork</b></p>
<p><b>Journey</b></p> 	N/A	N/A	Describe and understand key aspects of physical geography, including: rivers and the water cycle.	N/A
<p><b>OVERVIEW</b></p> <p>The children will study rivers and the water cycle in more detail. They will use geographical language to describe the process. They will look at OS maps and begin to create their own using map symbols.</p>				
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Know the names of parts of a river and its journey from land to sea.</li><li>• Know, understand and explain the parts of the water cycle, using appropriate vocabulary.</li><li>• Know how to draw and label maps (eg of the city in 'Journey').</li></ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>• Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</li><li>• Create maps of small areas with features in the correct place.</li><li>• Use plan views.</li></ul>		

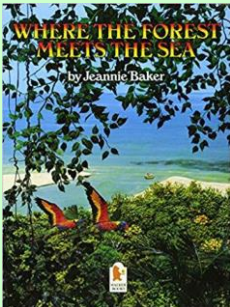
		<ul style="list-style-type: none"><li>Recognise some standard OS symbols.</li></ul>		
	<b>VOCABULARY</b> river tributary delta ox-bow lake flood plain meander mouth source			
SUMMER 2	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC: Geographical Skills &amp; Fieldwork</b>
<b>Zeraffa Giraffe</b> 	N/A	Understand geographical similarities and differences between the places studied.	N/A	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	<b>OVERVIEW</b> The children will learn to use further resources to locate countries of North Africa. They will focus on Egypt and the river Nile. They will make comparisons between the lives of the people living on the Nile flood plain and their own.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know the main countries of North Africa and be able to locate them on a map.</li><li>Understand and explain the differences between life in Egypt and the UK.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li><li>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</li><li>Make comparisons with their own lives and their own situation.</li><li>Show increasing empathy and describe similarities as well as differences.</li></ul>	
	<b>VOCABULARY</b> ancient civilisation population continent sub-continent landscape			

## YEAR 4: Geography

AUTUMN 1	NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork
<b>Gorilla</b> 	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.	N/A	N/A	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>OVERVIEW</b> The children will learn about the main features of a world map and use co-ordinates to locate features. They will locate countries of the world where gorillas inhabit.				
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know and understand the main features on a world map (eg hemispheres) and what they mean</li><li>Understand what 4-figure coordinates mean and how they are used to locate features on maps.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li><li>Use 4 figure coordinates to locate features on maps.</li></ul>	
	<b>VOCABULARY</b> equator latitude longitude tropical polar hemisphere			
AUTUMN 2	NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork
<b>Leon &amp; the Place Between</b> 	N/A	N/A	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	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.
<b>OVERVIEW</b> The children will visit and find out more about the local area and its previous land use (Belle Vue circus). They will look at and use a variety of resources to				

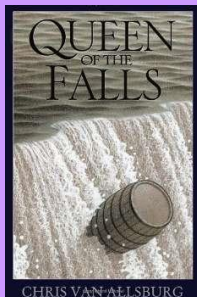
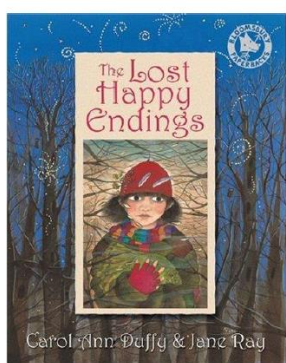
	help them draw up sketches and maps of the area as it was then and as it is now.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know the 8 points of the compass.</li><li>• Know the human and physical features of the local area.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Use the eight points of a compass.</li><li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li><li>• Make links between features observed in the environment to those on maps and aerial photos.</li><li>• Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li><li>• Relate measurement on large scale maps to measurements outside.</li></ul>	
	<b>VOCABULARY</b> settlement patterns    urban/rural    fieldwork    sketch    industrial    products			
SPRING 1	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>
Escape from Pompeii 	Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe	Study the human and physical geography of a region in a European country.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	N/A
	<b>OVERVIEW</b> The children will locate and find out about the countries of southern Europe (Italy). They will learn more about the physical features of the area around Pompeii and the characteristics of volcanoes, lava flow and volcanic rock. They will build on their knowledge from Spring 1 in Y3.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know where Italy is on a wide range of maps (including digital),</li><li>• Know the physical features of the area around Pompeii and the impact of these.</li><li>• Know the characteristics of a volcano and changes that happen.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Identify and describe geographical features, processes (changes), and patterns.</li><li>• Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</li><li>• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li></ul>	
	<b>VOCABULARY</b> settlement    community    physical    geography    climate zone    mountain    volcano    earthquake			
SPRING 2	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>

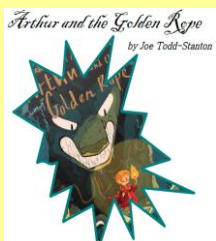
	N/A	N/A	N/A	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	<b>OVERVIEW</b> The children will further develop their map skills looking in more detail at how atlases are put together. They will look at patterns on maps (eg explain that contours show height and slope).			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Know the contours show height and slope.</li> </ul>		<b>SKILLS</b> <ul style="list-style-type: none"> <li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>Use the index and contents page of atlases</li> <li>Recognise patterns on maps and begin to explain what they show.</li> </ul>	
	<b>VOCABULARY</b> map atlas globe satellite earth location terrain surface			
<b>SUMMER 1</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>
<b>When the Giant Stirred</b> 	N/A	Understand geographical similarities and differences between the places studied.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	N/A
	<b>OVERVIEW</b> The children will locate and find about the Pacific Ocean and its islands. They will learn more about the activity beneath the earth's surface.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Know where the Pacific Ocean is.</li> <li>Know the islands within the Pacific Ocean.</li> <li>Know about the impact of the activity beneath the earth's surface.</li> </ul>		<b>SKILLS</b> <ul style="list-style-type: none"> <li>Identify and describe geographical features, processes (changes), and patterns.</li> <li>Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</li> </ul>	
	<b>VOCABULARY</b> volcano natural disaster height contour mountain valley			
<b>SUMMER 2</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>

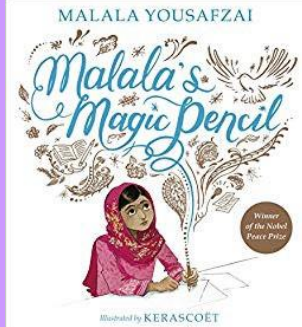
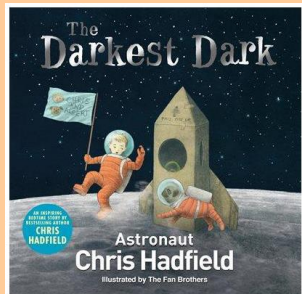
<div>Where the Forest Meets the Sea</div> <div></div>	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	N/A	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the water cycle.	N/A
<div>OVERVIEW</div> <p>The children will find out about rainforests across the world (focus on Australia). They will learn about the physical features, including the names of the canopy levels.</p>				
	<div>KNOWLEDGE</div> <ul style="list-style-type: none"><li>• Know what a rainforest is</li><li>• Know the names of the rainforest levels.</li></ul>	<div>SKILLS</div> <ul style="list-style-type: none"><li>• Identify and describe geographical features, processes (changes), and patterns.</li><li>• Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</li><li>• Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</li></ul>		
	<div>VOCABULARY</div> <p>weather vegetation environment humid/warm evaporation precipitation condensation climate zone</p>			

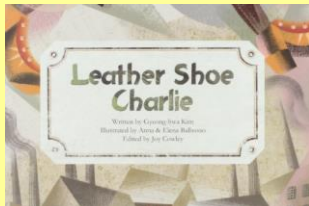


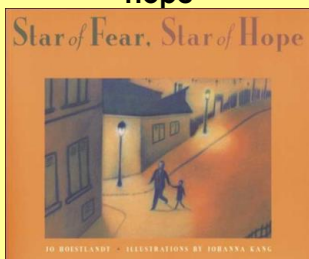
## YEAR 5: Geography

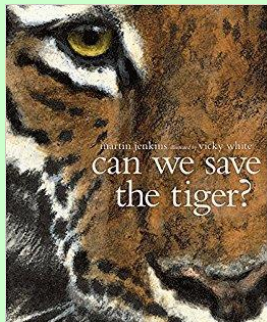
AUTUMN 1		NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork
<b>Queen of the Falls</b>  	Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.	Study the human and physical geography a region within North or South America.	N/A	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world.	
	<b>Overview</b> The children will learn about waterfalls and how they are formed. They will be able to identify Niagara Falls (focus on USA) on a map and be able discuss its location using geographical language.				
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know what a waterfall is and how it is formed.</li><li>Know the different features of a waterfall.</li><li>Know the eight cardinal points.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Identify, describe and interpret relief features on OS maps.</li><li>Use eight cardinal points to give directions and instructions.</li><li>Use more precise geographical language relating to the physical and human processes detailed in the PoS</li></ul>		
	<b>VOCABULARY</b> waterfall relief north-east lake rapids canyon				
AUTUMN 2		NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork
<b>Lost Happy Endings</b>  	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.	N/A	N/A	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.	
	<b>Overview</b> The children will visit a local forest to collect fieldwork data. They will draw mud-maps and use data collected to create detailed and accurate maps back in classroom.				
	<b>KNOWLEDGE</b>		<b>SKILLS</b>		

	<ul style="list-style-type: none"><li>• Know the human and physical features within a forest.</li><li>• Know how to draw a mud-map.</li><li>• Know what a biome is.</li></ul>		<ul style="list-style-type: none"><li>• Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies.</li><li>• Draw measured plans.</li><li>• Communicate geographical information in a variety of ways including through maps</li><li>• Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li></ul>	
	<b>VOCABULARY</b> biome environment flora fauna forest latitude			
<b>SPRING 1</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>
<b>Arthur and the Golden Rope</b> 	Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.	Study the human and physical geography of a region in a European country.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	N/A
	<b>Overview</b> The children will be transported back in time to ancient Greece through their use of old maps and research. They will investigate ancient Greece and compare it to the modern day. Is anything still the same?			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know the difference between the ancient Greece and the city in the modern day – know how the settlement and land use is different.</li><li>• Know how to use a variety of different maps and research to compare the modern city to the ancient city.</li><li>• Know where Greece is on the map and the key features of this place.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Choose the most appropriate map/globe for a specific purpose.</li><li>• Recognise different map projections</li><li>• Make predictions and test simple hypotheses about people and places.</li></ul>	
	<b>VOCABULARY</b> ancient Olympics Mediterranean labyrinth Parthenon Greece			
<b>SPRING 2</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>

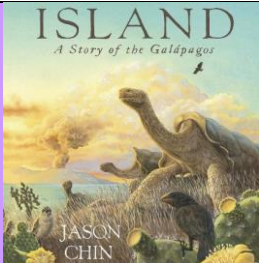

<div>Malala's Magic Pencil</div> <div>MALALA YOUSAFZAI</div> <div></div> <div>Illustrated by KERASCOËT</div>	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	Understand geographical similarities and differences between the places studied.	N/A	N/A
	<b>Overview</b> The children will compare Afghanistan to the United Kingdom. They will compare both its physical and human geography.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know the differences between the physical and human geography of the two countries.</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li><li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li></ul>		
	<b>VOCABULARY</b> women/woman   language   mountainous   contrast   Taliban   Afghanistan			
	<b>SUMMER 1</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC:Human &amp; Physical Geography</b>
<div>The Darkest Dark</div> <div></div> <div>Astronaut Chris Hadfield</div> <div>Illustrated by The Fan Brothers</div>	Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.	N/A	N/A	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>Overview</b> The children will compare maps with aerial photos and satellite pictures from space. They will locate various North American countries and cities on maps. Focusing on Canada.				
<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know what satellite imagery is.</li><li>Know what a scale bar is.</li><li>Know a variety of different North American countries.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Relate different maps to each other and to aerial photos.</li><li>Start to explain satellite imagery</li><li>Use the scale bar on maps.</li><li></li></ul>		

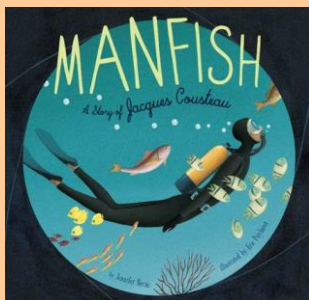
	<b>VOCABULARY</b> explore   north   state   atmosphere   axis   continent			
<b>SUMMER 2</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>
<b>Leather Shoe Charlie</b>  	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.	Study the human and physical geography of a region in a European country.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	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.
	<b>Overview</b> The children will be exploring industrial towns of England. They will investigate why people moved from villages to cities in the past and discuss why this still happens in modern times. They will learn about imports and exports during times of the industrial revolution and how that has changed. They will also look at how are cities have changed through the ages.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know the impact of industry on places.</li><li>• Know what Manchester (Longsight) used to be like in comparison with today.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Use a wider range of OS symbols including 1:50K symbols.</li><li>• Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies</li><li>• Communicate geographical information electronically</li></ul>	
	<b>VOCABULARY</b> town   city   county   industry   export   factory   build			

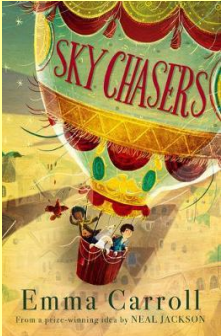
EAL 6: Geography				
AUTUMN 1	NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork
<div>Star of Fear, Star of Hope</div> <div></div>	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.	Study the human and physical geography of a region in a European country.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	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.			
	<b>Overview</b> The children will identify where WW2 broke out and where the conflicts took place. They will trace the routes of both the allies and the axis as they moved across Europe. They will also investigate what life was like in the UK during the war including evacuation. Did geography play a part in sparking the war?			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Understand cause and effect: how did different events impact on the war.</li><li>Know the different routes taken across Europe.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Follow routes on maps describing what can be seen.</li><li>Understand that purpose, scale, symbols and style are related.</li><li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li></ul>	
	<b>VOCABULARY</b> evacuation   symbol   import   soldier   urban   rural			
AUTUMN 2	NC: Locational Knowledge	NC:Place Knowledge	NC: Human & Physical Geography	NC:Geographical Skills & Fieldwork

<div>Can we Save the tiger?</div> 	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.</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.</p>	<p>Understand geographical similarities and differences between the places studied.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
	<p><b>Overview</b></p> <p>The children will compare different habitats and biomes across the world and discuss why they are located in certain regions. They will look at the distribution of natural resources on thematic maps. They will explore the forests of the world and compare the effects deforestation is having using maps and aerial photos. They will present their finding electronically.</p>			
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>Know why different habits and biomes are located in certain regions.</li><li>Know what a thematic map is.</li><li>Know the impact of deforestation.</li></ul>		<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>Interpret and use thematic maps.</li><li>Interpret data collected and present the information in a variety of ways including charts and graphs.</li><li>Use appropriate search facilities when locating places on digital/online maps and websites.</li></ul>	
	<p><b>VOCABULARY</b></p> <p>natural resource   pollution   canopy   tropical   equatorial   deforestation</p>			
	<p><b>SPRING 1</b></p>	<p><b>NC: Locational Knowledge</b></p>	<p><b>NC:Place Knowledge</b></p>	<p><b>NC: Human &amp; Physical Geography</b></p>
<p><b>Jeremy Button</b> <b>The Island</b></p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>Study the human and physical geography a region within North or South America.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes</p>	<p>N/A</p>



	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.		Understand geographical similarities and differences between the places studied.	and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	<b>Overview</b> The children will be able explain new land masses using geographical language. They will be able to locate the hemispheres and tropics of Cancer and Capricorn. They will follow Charles Darwin's course from the UK to the Galapagos.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Know that different scale OS maps use some different symbols.</li><li>Know where the hemispheres and tropics of Cancer and Capricorn are located.</li><li>Know how new land masses are formed.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>Identify and explain increasing complex geographical features</li><li>Create sketch maps using symbols and a key.</li><li>Identify, describe and interpret relief features on OS maps.</li><li>Use latitude/longitude in a globe or atlas</li></ul>	
	<b>VOCABULARY</b> indigenous    equator    tectonics    northern hemisphere    southern hemisphere    tropics of cancer and capricorn			
	<b>SPRING 2</b>			
	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>
	Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.	Understand geographical similarities and differences between the places studied.	N/A	N/A
	<b>Overview</b> The children will learn about why people migrate including war and natural disasters. They will compare maps of countries before/after wars and also maps before/after natural disasters.			
<b>KNOWLEDGE</b>			<b>SKILLS</b>	

	<ul style="list-style-type: none"><li>• Know the different natural disasters.</li><li>• Know the impact of war.</li><li>• Know the impact of natural disasters on areas and inhabitants.</li></ul>		<ul style="list-style-type: none"><li>• Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li><li>• Understand that purpose, scale, symbols and style are related.</li><li>• Interpret and use thematic maps.</li><li>• Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes.</li></ul>	
	<b>VOCABULARY</b> migrate   immigrant   disperse   distance   foreign   population			
<b>SUMMER 1</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>
<div>Manfish</div> <div></div>	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.	Understand geographical similarities and differences between the places studied.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	<b>Overview</b> The children will plunge into the ocean and discover that it is broken down into specific layers with different characteristics and life. They will follow Jacques Cousteau as he tried to conserve our oceans. They will investigate how people are polluting and exploiting our oceans. They will also discover how the gulf stream warms our country and how it does so.			
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Know the different layers of the ocean.</li><li>• Know the different characteristics of the layers of the ocean.</li><li>• Know the impact of Jacques Cousteau.</li><li>• Know the impact of human actions on the oceans.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>• Use models and maps to discuss land shape i.e. contours and slopes.</li><li>• Follow routes on maps describing what can be seen.</li><li>• Make predictions and test simple hypotheses about people and places.</li></ul>	
	<b>VOCABULARY</b> sunlight   abyss   twilight   trenches   temperature   conservation			
<b>SUMMER 2</b>	<b>NC: Locational Knowledge</b>	<b>NC:Place Knowledge</b>	<b>NC: Human &amp; Physical Geography</b>	<b>NC:Geographical Skills &amp; Fieldwork</b>

<div>Sky Chasers</div> <div></div>	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.	N/A	N/A	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 OS maps) to build their knowledge of the United Kingdom and the wider world.			
	<div>Overview</div> <p>The children will explore major French cities. They will compare maps of Paris to Manchester and discuss similarities and differences. They will locate places on maps using longitude and latitude using six figure coordinates. They will track Emilia Earhart's final journey and locate predict where she disappeared.</p>			
	<div>KNOWLEDGE</div> <ul style="list-style-type: none"><li>• Know the similarities and difference between Manchester and Paris.</li><li>• Know what longitude and latitude is.</li><li>• Know what the six-figure coordinate are.</li><li>• Know the impact of Emilia Earhart's journey.</li></ul>	<div>SKILLS</div> <ul style="list-style-type: none"><li>• Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li><li>• Use latitude/longitude in a globe or atlas.</li><li>• Use six figure coordinates.</li><li>• Investigate electronic links with schools/children in other places e.g. email/video communication.</li></ul>		
	<div>VOCABULARY</div> <p>latitude    longitude    coordinates    air current    altitude</p>			

### **YEAR 6 END POINTS**

All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

All pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

All pupils are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

All pupils are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.